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ABSTRACT

This document contains findings of a study that examined the relationship between the use of disciplinary actions in Florida schools--in particular, out-of-school suspension, expulsion, and corporal punishment--and juvenile crime and delinquency. The primary data source was a random sample of 43,397 students in grades 6-12 enrolled in Florida public schools during 1992-93. Other data sources included a principal survey, onsite school visits, and state databases. The report provides information on the following demographic characteristics of disciplined students; the offenses that led to disciplinary action; gender and racial/ethnic differences; kinds of interventions used; the targets of offenses; the extent to which disciplined students were involved in the Juvenile Justice system; patterns of school-suspension rates; the need for alternative measures; and the estimated fiscal impact of providing education services to suspended/expelled students. Some of the findings include: (1) poor, male, and African-American students were overrepresented among students who were disciplined, and the overrepresentation increased with the severity of the disciplinary action; (2) in general, students who received discipline were low academic achievers, absent more than 10 days, and overage for their grades; (3) across all offense groups, African-American students were more likely to receive harsher discipline--particularly expulsion--than were white students; and (4) 45 percent of all expulsions were for major or alcohol/drug-related offenses and 31 percent were for firearms/weapons possession. Ten recommendations are offered for action to be taken by the state legislature, Florida Department of Juvenile Justice and the Department of Education, school districts, and schools. Fifty-two charts and 27 tables are included. Appendices contain Florida State legislation, school discipline data, and a sample interview protocol. (LMI)

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Florida School Discipline Study

1994 Juvenile Justice Reform Act

A Report to the Florida Legislature

Florida Department of Education
Frank T. Brogan, Commissioner

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FLORIDA DEPARTMENT OF EDUCATION

January 1995

Florida School Discipline Study

1994 Juvenile Justice Reform Act

A Report to the Florida Legislature

Florida Department of Education
Frank T. Brogan, Commissioner

For more information, contact:
Office of Policy Research and Accountability
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399-0400
(904) 488-1611 or SUNCOM 278-1611

January 1995

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John Winn, Co-Chair
Department of Education (DOE)
Office of Policy Research and Accountability

Mary Jo Butler
DOE, Dropout Prevention

Lavan Dukes
DOE, Education Information and Accountability Services

Skip Forsyth
DOE, Safe and Drug-Free Schools

Shan Goff
DOE, Exceptional Student Education

Cathy Hammond
DOE, Safe and Drug-Free Schools

Halley Lewis
DOE, Office of Policy Research and Accountability

Gerald Richardson
DOE, Management and Evaluation Services

Bob Smith
DOE, Dropout Prevention

James Sullivan
St. Lucie School District
Principal on Special Assignment

Paulette Mainwood, Co-Chair
Department of Education (DOE)
Office of Policy Research and Accountability

Eleese Davis
Department of Juvenile Justice

Sterling DuPont
DOE, Resident Principal

Bernardo Garcia
DOE, Multicultural Student Language Education

Lynn Groves
DOE, Interagency Affairs

Roger Henry
DOE, Interagency and Related Services

Jay Pfeiffer
DOE, Florida Education and Training Placement Information Program

Sally Roberts
DOE, Office of Policy Research and Accountability

Eric Steinkuehler
DOE, Office of Policy Research and Accountability

Donna Uzell
Florida Department of Law Enforcement (FDLE)
Executive Institute

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Mark Armstrong
DOE, Financial Management

John Brady
DOE, Systems and Programming Services

Jane Dallet
DOE, School Improvement Resource Center

Linda Fleming
DOE, Management and Evaluation Services

Carolyn Herrington
FSU, Learning Systems Institute

Wayne Quincy
FDLE

Jan Basile
Florida State University (FSU)
Learning Systems Institute

Jim Crosier
DOE, Dropout Prevention

Carolyn DuBard
DOE, Public Schools Policy Analysis and Development

Joe Follman
DOE, Safe and Drug-Free Schools

Symin Massoudi
DOE, Data Base Management

Stephen Walters-Chapman
Department of Juvenile Justice

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FLORIDA SCHOOL DISCIPLINE STUDY

EXECUTIVE SUMMARY

January 19, 1995

In Florida, as elsewhere, the rising incidence of student misconduct and violence in schools is among the most critical challenges facing educators today. Student misbehavior demands a consequence, and school suspension and expulsion have traditionally been viewed as efficient and immediate means of responding. However, urgent questions surround the effectiveness of these disciplinary actions, and they are being reexamined in terms of their association with school failure, non-promotion, school dropout, and even the possibility of increased criminal activity. Additional concerns have been raised about the apparent overrepresentation of minority and male students in being suspended and expelled. Consequently, while removing problem students from school, suspensions and expulsions may have a long-term adverse impact on students, schools, and society.

The 1994 Florida Juvenile Justice Reform Act required the Department of Education (DOE) to conduct a study of student disciplinary actions used in Florida public schools (see Appendix A). While the DOE had primary responsibility for the study, it was conducted as a collaborative project among several agencies charged with juvenile justice issues. An interdepartmental task force was formed which included staff from the State Departments of Education, Juvenile Justice (DJJ, formerly a division of Health and Rehabilitative Services), and Law Enforcement (FDLE). State university and local school district representatives also were included. The task force was actively engaged in research design, study implementation, and data analysis.

The study examined the relationship between the use of disciplinary actions--particularly out-of-school suspension and expulsion--and juvenile crime and delinquency. While focusing primarily on the use of suspension and expulsion, the study also examined corporal punishment since it is a disciplinary action that is often used before suspending or expelling a student. To provide a framework for comparisons, students who had not received corporal punishment, suspension, or expulsion were also studied.

The study was designed to provide information on the following issues specified in the juvenile justice legislation:

- The use of suspensions and expulsions in Florida public schools,
- The dynamics of student discipline in schools,
- The relationship between the use of suspensions and expulsions and juvenile delinquency or crime,
- Suspension and expulsion trends among schools,
- Referral trends and discipline patterns in schools, and
- The current level of and need for alternatives for disruptive and aggressive students.

Methodology

After reviewing legislative study requirements and confirming that current information on statewide disciplinary practices is mostly statistical in nature, the task force determined that a combination of research methods was necessary to effectively address the research questions. The study design included four primary research methods:

1. Analyzing student data from the 1992-93 Florida School Reports and related sources (see Sources of Data for Student Samples flowchart),
2. Conducting a secondary analysis of the original data by surveying principals of schools in which the students received disciplinary action,
3. Collecting qualitative data through on-site school visits, and
4. Accessing and matching other databases to track student involvement in state rehabilitation and juvenile corrections systems.

Quantitative data were drawn from two databases in the statewide automated management information system: (1) the DOE Management Information System (MIS) for data on all public-school-age students and (2) the DJJ system for information on persons ages 0-17 referred to the agency during a fiscal year.

Analyzing Student Data

The primary data source for the study was a random sample of 42,397 students in grades 6-12 enrolled in Florida public schools during 1992-93. All 67 school districts in the state were represented in the sample. Data were drawn from the 1992-93 Survey 5 since it was the most complete data source for answering study questions and meeting legislative specifications and time lines.

The sample included 27,673 students in grades 6-12 who were disciplined by corporal punishment, in-school suspension, out-of-school suspension, or expulsion during the 1992-93 school year. This number represents a duplicate count of students who received more than one type of disciplinary action during the school year. The sample also included 15,404 students in the same grades who received no disciplinary action during the school year. Sample sizes were drawn to represent a maximum error rate within three percentage points (+/-) of the general population of students in Florida who received or did not receive one of the four disciplinary actions under study.

Survey of School Principals

While the statewide automated database provides a record of whether or not a student received one of the four disciplinary actions being studied, it does not contain information about the nature or number of times a disciplinary action was administered. To obtain more specific information about the disciplinary actions, surveys were sent to principals of schools in which students in the primary sample were disciplined. The survey form requested additional information about the students' disciplinary actions, including: (1) the dates, duration, and number of disciplinary actions; (2) offenses leading to the disciplines; (3) persons making the referral; and (4) interventions used prior to the disciplinary action. The sampling design for the survey allowed generalizations to be made about all students in grades 6-12 who received corporal punishment, suspension, or expulsion during 1992-93.

SOURCES OF DATA FOR STUDENT SAMPLES

Data Source	Process
Total population of students in Grades 6-12 (1992-93)	Demographic data and other characteristics of the total student population were analyzed for comparison with study sample.
A stratified random sample of 42,397 students in Grades 6-12 (1992-93)	A sample of students who had received corporal punishment, in-school suspension, out-of-school suspension, expulsion or no disciplinary action was drawn to analyze characteristics of the total population.
A random sample of 3,445 students from the larger sample	A sample of students who had received one of four types of discipline was selected and sent to their school principals for information on offense dates, interventions and discipline history.
DJJ Database of juveniles referred to Juvenile Justice in 1992-93	The 3,127 returned surveys provided data to match with Department of Juvenile Justice (DJJ) database to examine student relationship with juvenile delinquency.
DJJ: 336 records on students who had been disciplined in school and arrested	The matched files were analyzed to learn more about students who were arrested while suspended or expelled from school; from these students, 5.4% of out-of-school suspended students and 18.7% of expelled students were referred to the DJJ system.

ADDITIONAL SOURCES OF DATA

Data Source	Process
DOE Report on Incidence of Crime and Violence in Schools	Data on the incidents of violence and crime in school were included in the study.
DOE Automated Student Database	Additional information such as academic performance, program participation and socio-economic status for student samples.
Dropout Prevention Annual Report	Data on types and effectiveness of Dropout Prevention programs.
Principals, Teachers, Students and Parents at selected schools	Data on school discipline policies and practices collected from school site visits.

On-Site School Visits

Site visits were made to 20 middle and high schools to gather qualitative information and identify patterns across schools relative to discipline policies, practices, and alternatives. School selection was coordinated with the principal survey. A visitation team, composed of task force members and other agency staff, was formed to conduct the site visits. To provide uniformity in data collection procedures and activities, all team members participated in an intensive training workshop prior to visiting schools.

Accessing and Matching Multiple Data Bases

Quantitative data were drawn from two databases in the statewide automated management information system: (1) the DOE Management Information System (MIS) for data on all public-school-age students and (2) the DJJ system for information on persons ages 0-17 referred to the agency during a fiscal year. Student samples for out-of-school suspension and expulsion were matched with the DJJ database to determine involvement in juvenile delinquent or criminal activity. Information was sought on the following: (1) arrest dates, if appropriate; (2) nature of offenses; (3) consequences for offenses; (4) history of child abuse or neglect; and (5) other interventions provided.

The study design included plans for accessing the FDLE database for arrest data on persons under age 18. This activity was not done after it was determined that FDLE criminal history arrest files did not contain a significant amount of juvenile data. Effective October 1, 1994, FDLE was authorized by state statute to collect and maintain criminal history data on all felonies and serious misdemeanors, including consistent data on all juvenile offenders.

Summary of Findings

Who is Disciplined in Florida Schools?

- In-school and out-of-school suspension rates increased steadily from grades six through nine and then declined steadily from grades 10 through 12.

- In-school suspension and out-of-school suspension patterns were similar across all grade levels from grades 6 through 12.

- Poor, male, and African-American students appeared to be overrepresented among students who were disciplined and the overrepresentation increased with the severity of disciplinary action.

- Certain school performance factors were associated with students who were disciplined, and overrepresentation increased with the severity of the disciplinary action. These characteristics included:

Grade Point Average	*Less than 1.5*
Reading	*Lowest Quartile on Grade 8 Norm-Referenced Tests* *Lowest Quartile on Grade 10 GTAT*
Mathematics	*Lowest Quartile on Grade 10 GTAT*
Writing	*Less than "3" on Grade 8 Writing to Convince*
Attendance	*More than 10 Days of Absences*
Grade Placement	*Overage for Grade*

- Students in Exceptional Student Education (ESE) programs and Limited English Proficient (LEP) students were not overrepresented among students who received disciplinary action in 1992-93.

What Offenses Lead to Disciplinary Action?

- The mean duration of out-of-school suspensions was 3.9 days. Students who were suspended out of school received an average of 2.3 suspensions in 1992-93.

- In-school suspension was used more frequently for minor misconduct than the other three forms of discipline that were studied.

- The majority of referrals that resulted in disciplinary action involved disruptive/aggressive behavior such as fighting, assault, or classroom disruption.

- There seemed to be little difference in the use of corporal punishment, in-school suspension, and out-of-school suspension for offenses involving disrespect for authority. Such offenses represented about 30% of each disciplinary category.

- Offenses categorized as major offenses and those involving alcohol and drugs almost never resulted in corporal punishment or in-school suspension. These two categories combined represented 45% of all expulsions and 13% of all out-of-school suspensions.

- Seventy-one percent (71%) of all out-of-school suspensions were for disruptive/aggressive behavior or disrespect/defiance of authority.

- Offenses involving firearms and weapons accounted for 31% of all expulsions.

- Three percent (3%) of the expulsions were for disrespect for authority or some form of verbal abuse.

- Three-fourths of all minor misconduct incidents resulted in either corporal punishment or in-school suspension.

- Two-thirds of all incidents of disruptive/aggressive behavior and disrespect/defiance resulted in corporal punishment or in-school suspension.

- Over half of the incidents of major offenses and alcohol and drug offenses (56% and 57% respectively) resulted in out-of-school suspension.

- Firearms and weapons offenses generally resulted in out-of-school suspension (46%) and expulsion (49%).

- Almost half of all students who were suspended out of school received only one such suspension during 1992-93. Conversely, half of the students received two or more suspensions.

Are There Gender Differences in Discipline?

- With the exception of corporal punishment, males and females generally received the same discipline for the same offenses. Very few females received corporal punishment as a form of discipline.

- Females were clearly underrepresented among students who had received discipline in grades 6-12.

Are There Race/Ethnicity Differences in Discipline?

- African-American students were clearly overrepresented among students who received discipline in schools.

- Disciplinary patterns for White, African-American, and Hispanic students were similar for minor types of misconduct, such as disrespect of authority and minor misconduct.

- Across all offense groups, African-American students were more likely to receive harsher discipline--particularly expulsion--than were White students.

- African-American students were twice as likely to be expelled for major offenses than either White or Hispanic students.

Are Interventions Used Prior to Disciplinary Action?

- In 54% of the out-of-school suspensions, some intervention had been used prior to the suspension.

- School officials used interventions prior to formal disciplinary action in a large number of cases.

Who are the Targets of Offenses in School?

- Thirteen percent (13%) of the offenses reported by school officials involved a victim.

- The vast majority (64%) of reported victims were students. School personnel were victims in 28% of offenses.

- Offenses for which school personnel were reported as victims generally involved verbal abuse. Only 7.5% of the total offenses involving school personnel involved battery.

- Offenses for which students were reported as victims almost always involved some form of physical violence. It is impossible to determine the effect of any tendency for school personnel not to act on verbal abuse among students.

To What Extent are Disciplined Students Involved in Juvenile Justice?

- Of the 3,127 students in the survey sample, 336 were also found in the DJJ database. This represents 10.7% of the total survey sample.

- Approximately 43% of the total number of juveniles in the DJJ database (83,027) for 1992-93 were students who were having trouble in school during the same time period.

- Of the total number of students in the sample who were suspended out of school (1,747), 5.4% can reasonably be assumed to have been arrested for an offense that they may have committed while on suspension. Data for students 18 years old and older were not available.

- Of the total number of students in the sample who were expelled (327), 18.7% can reasonably be assumed to have been arrested for an offense that they may have committed while expelled. Data for students 18 years old and older were not available.

What are the Patterns of School Suspension Rates?

- Middle schools had distinctly higher rates of suspensions.

- Out-of-school suspension rates varied greatly by district and appeared to be determined largely by district discipline policies and practices.

- For 1993-94, 30% of the middle schools and 19% of high schools suspended over 20% of their students out of school.

- Schools with high out-of-school suspension rates tended to have low performance indicators such as high dropout rates, low test scores, poor attendance, and low promotion rates.

What is the Current Level and Need for Alternatives?

- In 1992-93, a total of 160,087 students was served by Dropout Prevention Educational Alternative and Disciplinary Programs, Florida's major source of alternative placement programs for disruptive or aggressive students. Of the student sample receiving a disciplinary action during the same year, 15% was in the Educational Alternative Program and 17% in the Disciplinary Program. These percentages indicate that Florida is serving far too few students who are disruptive or failing in school.

- The school site visits may yield data that will shed more light on the need for alternatives.

What is the Estimated Fiscal Impact of Providing Education Services to Suspended and Expelled Students?

- On the basis of the average length of suspension, there is a need to provide alternatives to 9,147 FTE statewide. The FEFP cost of providing Dropout Prevention funding for these alternatives is $3,482,197. This figure represents the difference between Basic and Dropout Prevention funding for those suspended students who were in Basic Programs. The calculation was based on the assumption that all suspended students were earning funds through the FEFP.

- Providing alternatives for suspended youth would cost more than the Dropout Prevention funding through FEFP would cover. On the basis of estimates of added costs of transportation, facilities, and specialized personnel, $34,890,987 would be needed to prevent districts from using funds from other sources.

- For expelled students, the added FEFP cost would be $1,342,308 (based on an estimated 334 FTE), and the added supplemental costs would amount to $1,273,820. This calculation was based on the assumption that, on the average, expelled students were earning .5 FTE.

Recommendations

Improving school safety and maintaining school discipline while continuing to provide quality education services to all students is a complex problem. The ultimate responsibility for safe, high quality schools rests with those closest to the students. However, the state has a role to play in providing leadership, resources, assistance, and the latitude schools need to be effective. With this in mind, and on the basis of the information compiled to date, the DOE makes the following recommendations.

1. **The Legislature should not prohibit schools from suspending or expelling students because there is insufficient evidence that such action will significantly reduce juvenile crime. Moreover, adoption of such a policy would restrict options of local schools to maintain a safe environment and could send a profound message to students that schools must tolerate any form of behavior.**

2. **The Legislature should provide incentives that encourage school districts to reduce out-of-school suspensions and expulsions and increase alternative placements.**

3. **The Legislature should fund a continuum of alternatives to keep disruptive and violent students in some type of quality educational program with appropriate security and other services to help them become successful.**

4. **The Legislature should provide more flexibility in any new Safe Schools appropriation to allow school districts to fund alternatives to out-of-school suspension and expulsion.**

5. **The Florida Department of Juvenile Justice and the Department of Education should enter into a cooperative agreement implementing legislation that would help guarantee every student an educational option to suspension or expulsion.**

6. Local school districts should develop cooperative agreements with local law enforcement and juvenile justice to share information on students who are involved in juvenile justice or who have repeated suspensions so that they may be better monitored and served.

7. School districts and schools should take steps to eliminate any inequitable treatment of students in assigning consequences for misconduct in schools.

8. School districts and school advisory councils should use methods of this study to identify problems with discipline policies and practices and ensure that identified problems are addressed.

9. Schools should use appropriate alternatives that are effective in changing behavior of students engaging in minor misconduct and reserve removal from the regular school for more serious offenses.

10. School advisory councils should assess needs and implement comprehensive plans to reduce the high rate of violence and crime currently reported in Florida's schools.

Florida School Discipline Study

Overview

In Florida, as elsewhere, the rising incidence of student misconduct and violence in schools is among the most critical challenges facing educators today. Student misbehavior demands a consequence, and school suspension and expulsion have traditionally been viewed as efficient and immediate means of responding. However, urgent questions surround the effectiveness of these disciplinary actions, and they are being reexamined in terms of their association with school failure, non-promotion, school dropout, and even the possibility of increased criminal activity. Additional concerns have been raised about the apparent overrepresentation of minority and male students in being suspended and expelled. Consequently, while removing problem students from school, suspensions and expulsions may have a long-term adverse impact on students, schools, and society.

The 1994 Florida Juvenile Justice Reform Act required the Department of Education (DOE) to conduct a study of student disciplinary actions used in Florida public schools (see Appendix A). While the DOE had primary responsibility for the study, it was conducted as a collaborative project among several agencies charged with juvenile justice issues. An interdepartmental task force was formed which included staff from the State Departments of Education, Juvenile Justice (DJJ, formerly a division of Health and Rehabilitative Services), and Law Enforcement (FDLE). State university and local school district representatives also were included. The task force was actively engaged in research design, study implementation, and data analysis.

The study examined the relationship between the use of disciplinary actions--particularly out-of-school suspension and expulsion--and juvenile crime and delinquency. While focusing primarily on the use of suspension and expulsion, the study also examined corporal punishment since it is a disciplinary action that is often used before suspending or expelling a student. To provide a framework for comparisons, students who had not received corporal punishment, suspension, or expulsion were also studied.

The study was designed to provide information on the following issues specified in the juvenile justice legislation:

- The use of suspensions and expulsions in Florida public schools,
- The dynamics of student discipline in schools,
- The relationship between the use of suspensions and expulsions and juvenile delinquency or crime,
- Suspension and expulsion trends among schools,
- Referral trends and discipline patterns in schools, and
- The current level of and need for alternatives for disruptive and aggressive students.

Methodology

After reviewing legislative study requirements and confirming that current information on statewide disciplinary practices is mostly statistical in nature, the task force determined that a combination of research methods was necessary to effectively address the research questions. The study design included four primary research methods:

1. Analyzing student data from the 1992-93 Florida School Reports and related sources (see Table 1),
2. Conducting a secondary analysis of the original data by surveying principals of schools in which the students received disciplinary action,
3. Collecting qualitative data through on-site school visits, and
4. Accessing and matching other databases to track student involvement in state rehabilitation and juvenile corrections systems.

Quantitative data were drawn from two databases in the statewide automated management information system: (1) the DOE Management Information System (MIS) for data on all public-school-age students and (2) the DJJ system for information on persons ages 0-17 referred to the agency during a fiscal year.

Analyzing Student Data

The primary data source for the study was a random sample of 42,397 students in grades 6-12 enrolled in Florida public schools during 1992-93. All 67 school districts in the state were represented in the sample. Data were drawn from the 1992-93 Survey 5 since it was the most complete data source for answering study questions and meeting legislative specifications and time lines.

The sample included 27,673 students in grades 6-12 who were disciplined by corporal punishment, in-school suspension, out-of-school suspension, or expulsion during the 1992-93 school year. This number represents a duplicate count of students who received more than one type of disciplinary action during the school year. The sample also included 15,404 students in the same grades who received no disciplinary action during the school year. Sample sizes were drawn to represent a maximum error rate within three percentage points (+/-) of the general population of students in Florida who received or did not receive one of the four disciplinary actions under study.

Survey of School Principals

While the statewide automated database provides a record of whether or not a student received one of the four disciplinary actions being studied, it does not contain information about the nature or number of times a disciplinary action was administered. To obtain more specific information about the disciplinary actions, surveys were sent to principals of schools in which students in the primary sample were disciplined. The survey form requested additional information about the students' disciplinary actions,

Table 1

SOURCES OF DATA FOR STUDENT SAMPLES

Data Source	Process
Total population of students in Grades 6-12 (1992-93)	Demographic data and other characteristics of the total student population were analyzed for comparison with study sample.
▼	
A stratified random sample of 42,397 students in Grades 6-12 (1992-93)	A sample of students who had received corporal punishment, in-school suspension, out-of-school suspension, expulsion or no disciplinary action was drawn to analyze characteristics of the total population.
▼	
A random sample of 3,445 students from the larger sample	A sample of students who had received one of four types of discipline was selected and sent to their school principals for information on offense dates, interventions and discipline history.
▼	
DJJ Database of juveniles referred to Juvenile Justice in 1992-93	The 3,127 returned surveys provided data to match with Department of Juvenile Justice (DJJ) database to examine student relationship with juvenile delinquency.
▼	
DJJ: 336 records on students who had been disciplined in school and arrested	The matched files were analyzed to learn more about students who were arrested while suspended or expelled from school; from these students, 5.4% of out-of-school suspended students and 18.7% of expelled students were referred to the DJJ system.

ADDITIONAL SOURCES OF DATA

Data Source	Process
DOE Report on Incidence of Crime and Violence in Schools	Data on the incidents of violence and crime in school were included in the study.
DOE Automated Student Database	Additional information such as academic performance, program participation and socio-economic status for student samples.
Dropout Prevention Annual Report	Data on types and effectiveness of Dropout Prevention programs.
Principals, Teachers, Students and Parents at selected schools	Data on school discipline policies and practices collected from school site visits.

including: (1) the dates, duration, and number of disciplinary actions; (2) offenses leading to the disciplines; (3) persons making the referral; and (4) interventions used prior to the disciplinary action. The sampling design for the survey allowed generalizations to be made about all students in grades 6-12 who received corporal punishment, suspension, or expulsion during 1992-93.

On-Site School Visits

Site visits were made to 20 middle and high schools to gather qualitative information and identify patterns across schools relative to discipline policies, practices, and alternatives. School selection was coordinated with the principal survey. A visitation team, composed of task force members and other agency staff, was formed to conduct the site visits. To provide uniformity in data collection procedures and activities, all team members participated in an intensive training workshop prior to visiting schools.

Accessing and Matching Multiple Data Bases

Quantitative data were drawn from two databases in the statewide automated management information system: (1) the DOE Management Information System (MIS) for data on all public-school-age students and (2) the DJJ system for information on persons ages 0-17 referred to the agency during a fiscal year. Student samples for out-of-school suspension and expulsion were matched with the DJJ database to determine involvement in juvenile delinquent or criminal activity. Information was sought on the following: (1) arrest dates, if appropriate; (2) nature of offenses; (3) consequences for offenses; (4) history of child abuse or neglect; and (5) other interventions provided.

The study design included plans for accessing the FDLE database for arrest data on persons under age 18. This activity was not done after it was determined that FDLE criminal history arrest files did not contain a significant amount of juvenile data. Effective October 1, 1994, FDLE was authorized by state statute to collect and maintain criminal history data on all felonies and serious misdemeanors, including consistent data on all juvenile offenders.

Use of Suspension and Expulsion in Florida Public Schools

What Were the 1992-93 Statewide Discipline Reporting Procedures?

During 1992-93, the only statewide requirement for reporting discipline was on discipline results--the number of students disciplined through corporal punishment, suspensions, and/or expulsions. These results, however, were not tied to the behavior or incident which led to disciplinary action. Districts used a five-character code representing the type of disciplinary action and the school number at which the disciplinary action occurred. The following definitions were used by districts for coding the type of disciplinary action taken.

- **Corporal Punishment:** the moderate use of physical force or physical contact by a teacher or principal to maintain discipline or to enforce school rule.
- **In-School Suspension:** the temporary removal of a student from the school program not exceeding 10 days.
- **Out-of-School Suspension:** the temporary removal of a student from a school and the school program for a period not exceeding 10 days.
- **Expulsion:** the withdrawal of a student from school for reasons such as extreme misbehavior, chronic absenteeism and/or tardiness, incorrigibility, or unsatisfactory achievement or progress in school work.

While corporal punishment was reported by districts on the statewide student database, the use of this disciplinary action was actually prohibited by school board policy in 14 school districts in 1992-93. Table 2 lists the districts that had a local policy prohibiting corporal punishment in 1992-93 as confirmed by a telephone survey of district student services directors.

Table 2
DISTRICTS PROHIBITING CORPORAL PUNISHMENT BY SCHOOL BOARD POLICY - 1992-93

Brevard	Martin
Broward	Monroe
Charlotte	Palm Beach
Collier	Pasco
Dade	Pinellas
Hernando	Sarasota
Manatee	Volusia

1992-93 Statewide Discipline Data Reporting Procedures

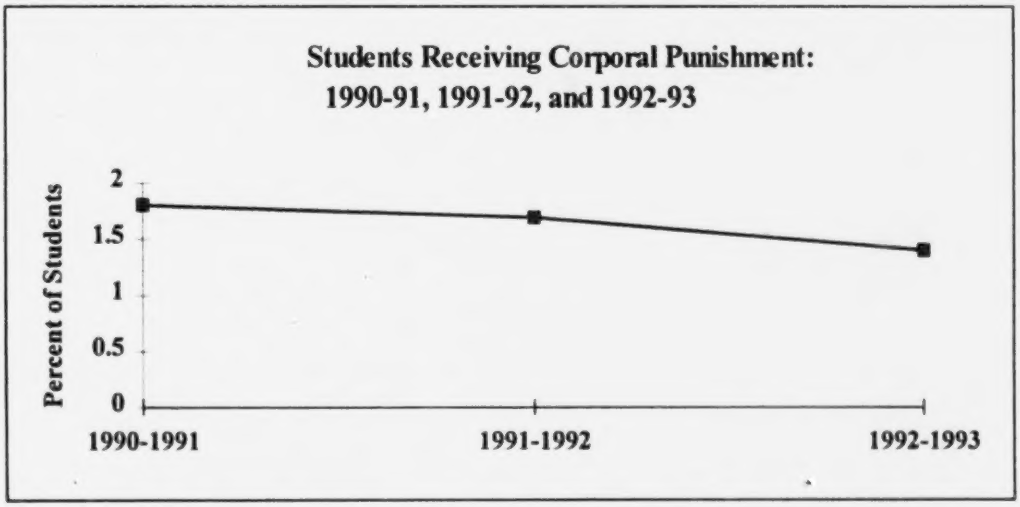
In the 1992-93 school year, 960,858 students were enrolled in grades 6-12 in Florida's public schools. Table 3 shows the number of corporal punishments, suspensions, and expulsions reported statewide by grade level for the 1992-93 school year. The disciplinary action totals are a duplicated count since they include students who received more than one type of disciplinary action during the year.

Table 3
1992-93 STATEWIDE GRADE 6-12 DISCIPLINE DATA (DUPLICATED)

GRADE	CORPORAL PUNISHMENT	IN-SCHOOL SUSPENSION	OUT-OF-SCHOOL SUSPENSION	EXPULSION
6	2,907	22,947	21,736	39
7	3,194	28,187	28,055	120
8	2,852	26,853	28,259	188
9	1,613	32,349	32,898	252
10	1,137	22,641	22,863	185
11	804	15,416	14,410	99
12	664	10,218	9,770	61
TOTAL	**13,171**	**158,611**	**157,991**	**944**

Chart 1 shows the percentage of students in grades 6-12 who received corporal punishment over a three-year period between 1990-91 through 1992-93. The decrease in the number of students receiving corporal punishment in 1992-93 may have resulted from several districts implementing local policies prohibiting the use of corporal punishment. As noted earlier in the report, corporal punishment was prohibited by school board policy in 14 school districts in 1992-93.

Chart 1



Charts 2, 3, and 4 show that the percentages of in-school suspensions, out-of-school suspensions, and expulsions in grades 6-12 have increased statewide over a three-year period between 1990-91 through 1992-93. Districts reported the highest number of disciplinary actions for all categories in 1992-93.

Chart 2

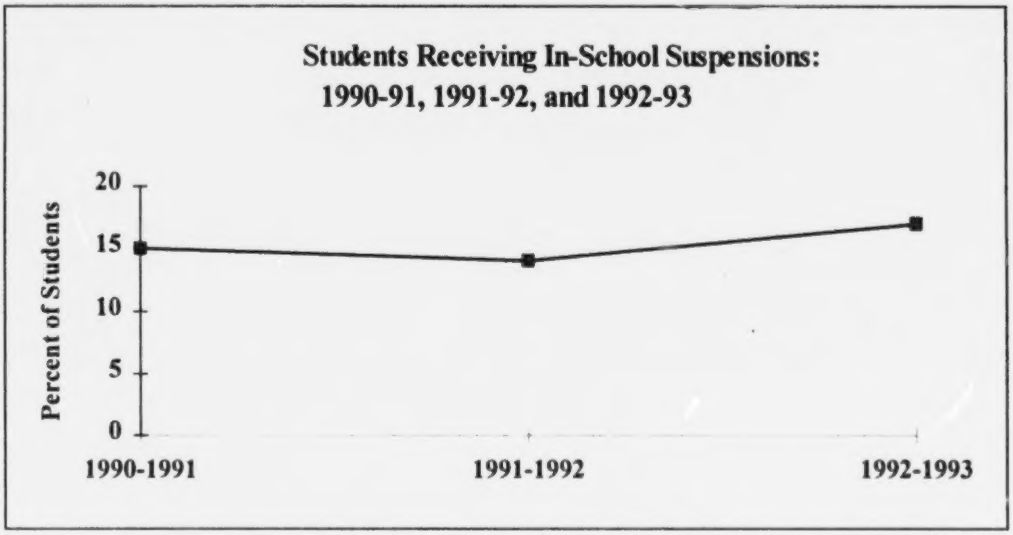


Chart 3

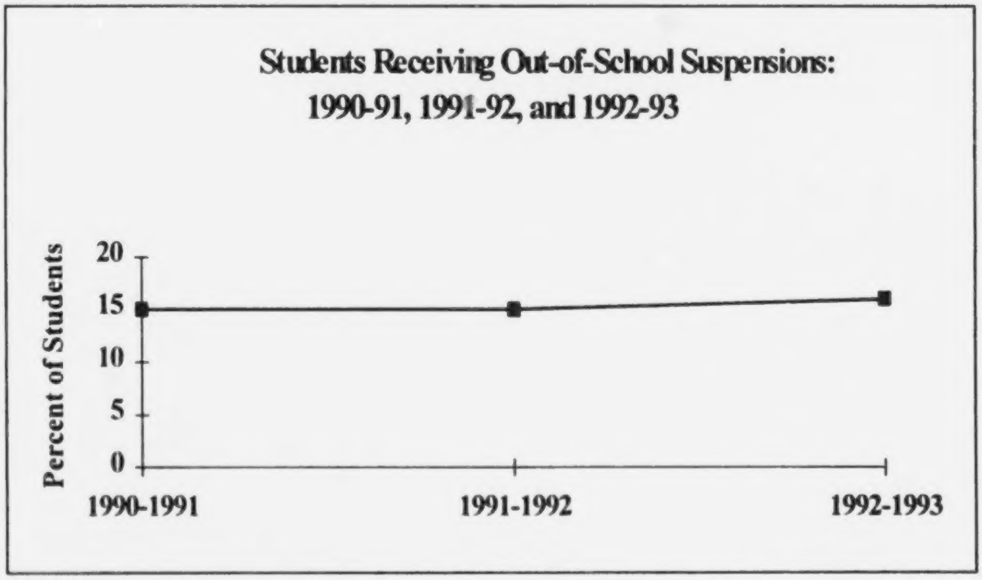
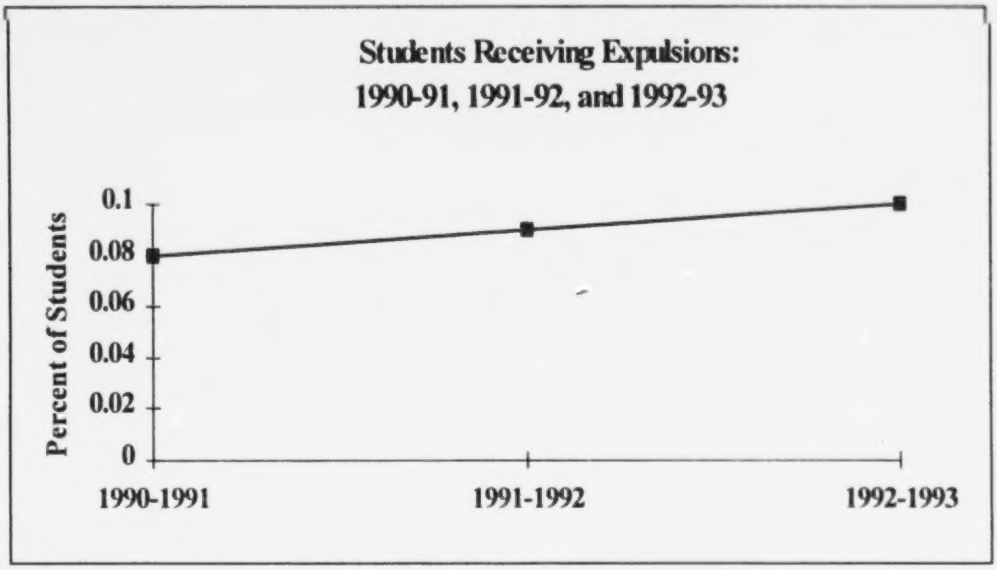


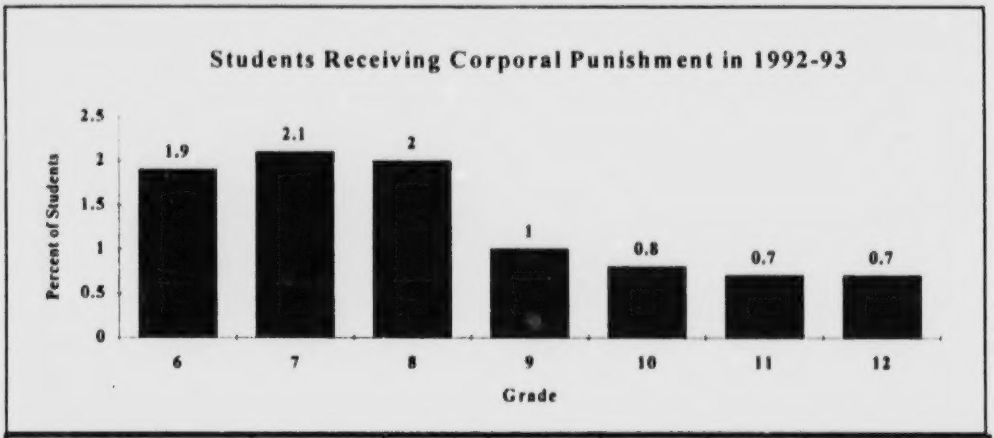
Chart 4



The percentages of students statewide receiving corporal punishment, in-school suspension, out-of-school suspension, and expulsion during 1992-93 are shown in Charts 5-8. The charts display data that are based on total populations and therefore are not subject to sampling error. The data presented in the report are descriptive and do not yield explanations for certain patterns. However, the data identified trends that were investigated in more detail during the on-site school visits.

Chart 5 shows that the highest percentage of students received corporal punishment in grades 6-8. The percentage of students receiving corporal punishment is similar for each of those grade levels. The use of corporal punishment decreased between grades 9-12, with the percentage for grades 11 and 12 being the same. Once again, it is important to note that statewide data for corporal punishment are representative of only 53 school districts since corporal punishment was not allowed in 14 school districts in 1992-93.

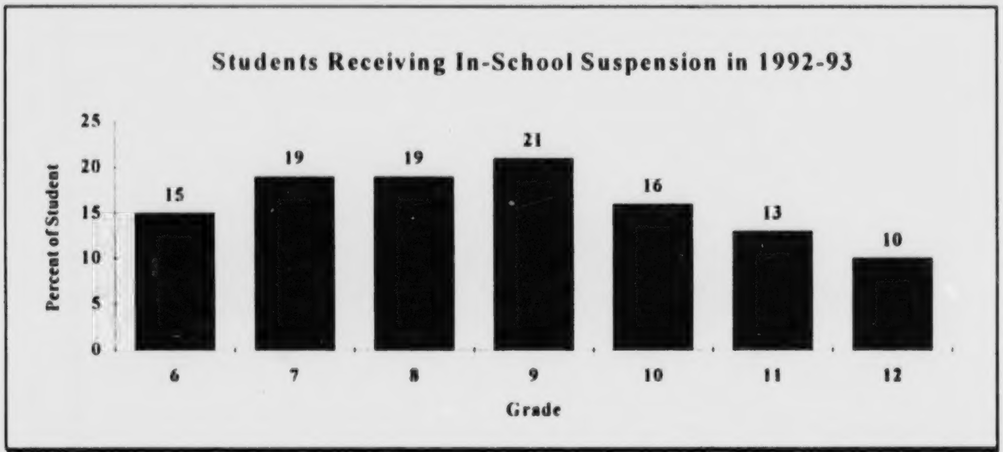
Chart 5



	6	7	8	9	10	11	12
Total Population	155,943	150,821	142,381	154,399	138,850	117,538	100,926
Corporal Punishment	2,907	3,194	2,852	1,613	1,137	804	664

Charts 6-8 display similar patterns of use for in-school suspensions, out-of-school suspensions and expulsions, in 1992-93. This pattern shows that the use of these disciplinary actions steadily increased between grades 6-8 and peaked at grade 9. The use of each of the three disciplinary actions then declined through the remaining high school grades. Note that these data are not affected by the number of students in each grade because they are displayed as percentages.

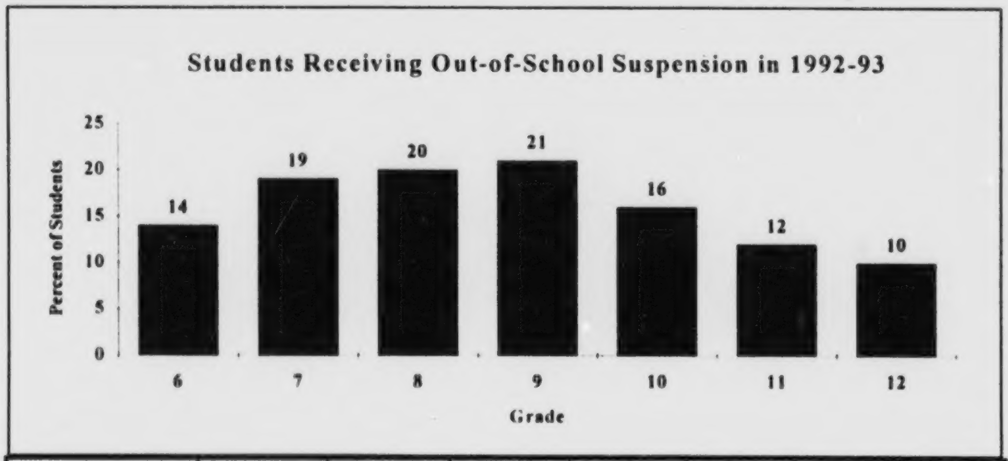
Chart 6



	6	7	8	9	10	11	12
Total Population	155,943	150,821	142,381	154,399	138,850	117,538	100,926
In-School Suspension	22,947	28,187	26,853	32,349	22,641	15,416	10,218

As shown in Chart 7, the percentage of students suspended out of school is almost identical to the percentage of students receiving in-school suspension for each of grades 6-12. The data do not indicate whether or not the same students received in- and out-of-school suspension at the same rate.

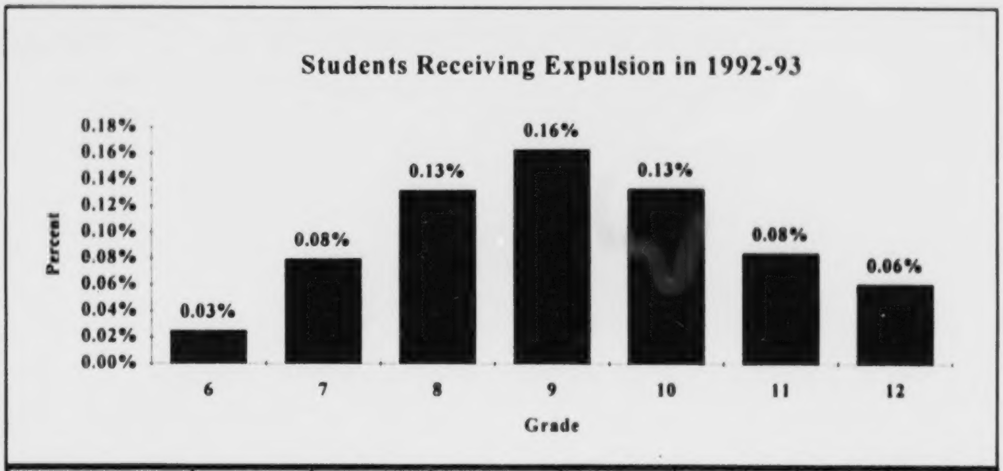
Chart 7



	6	7	8	9	10	11	12
Total Population	155,943	150,821	142,381	154,399	138,850	117,538	100,926
Out-of-School Suspension	21,736	28,055	28,259	32,898	22,863	14,410	9,770

Chart 8 displays the percentage of students who were expelled from school during 1992-93. It is important to note that Chart 8 uses a different scale from the one used in Charts 6 and 7 for suspensions. The percentage of students expelled in 1992-93 was so small that a different scale was necessary to illustrate the pattern of use for expulsions. However, the peak use of expulsions in grade 9 is similar to that for suspensions.

Chart 8



	6	7	8	9	10	11	12
Total Population	155,943	150,821	142,381	154,399	138,850	117,538	100,926
Expulsions	39	120	188	252	185	99	61

Appendix B provides a summary of 1992-93 discipline data for each school district, including final updates to Survey 5. Other data regarding offense rates by school are available from Education Information and Accountability Services, DOE.

What Student Data were Used for the Discipline Study?

To answer questions about the general population of students who were disciplined in public schools during 1992-93, a random sample of students was drawn from the statewide automated student database as the primary data source for the study. The sample included (1) students in grades 6-12 who had a disciplinary action code of corporal punishment, in-school suspension, out-of-school suspension, or expulsion reported on the 1992-93 Survey 5, which is cumulative for the entire school year, and (2) students in the same grades who had no disciplinary action code reported. The disciplinary action sample sizes shown in Table 4 were drawn to minimize the error rate to +/- 3%, except for expulsion which captures the entire population

Table 4
TOTAL GRADE 6-12 STUDENT SAMPLE SIZE BY DISCIPLINARY ACTION

CORPORAL PUNISHMENT	IN-SCHOOL SUSPENSION	OUT-OF-SCHOOL SUSPENSION	EXPULSION	NO DISCIPLINE
5,242	10,656	10,864	911	15,404

After duplicate cases were eliminated, a total of 42,397 student records remained in the sample. These records included students from all 67 school districts.

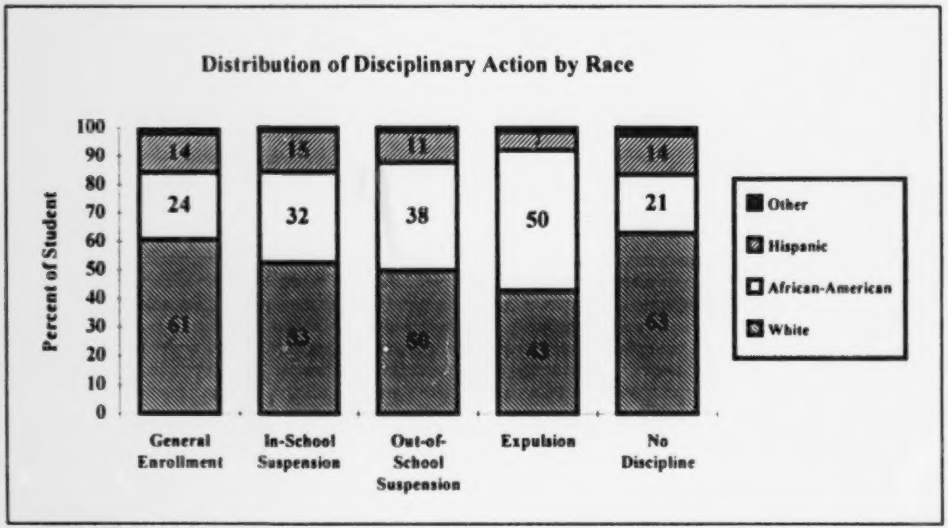
Since one purpose of the study was to identify common characteristics and develop demographic profiles of disciplined students, the following variables were reported for the student sample: race, gender, age, school attendance, achievement data, and placement in special programs such as Exceptional Student Education (ESE), Limited English Proficient (LEP), and Dropout Prevention (see Appendix C). A student identifier, in most cases the student's social security number, was used to code individual student records. The use of a student identifier allowed the study team to maintain student confidentiality while surveying principals and linking student records with other agency databases.

Data were analyzed to provide the following information about the student sample: (1) demographic characteristics, (2) socio-economic characteristics, (3) participation in special programs, and (4) achievement results. Since corporal punishment data were not representative of the same district populations and therefore could not be used consistently with other disciplinary action data, they are reported separately in Appendix D. As with all samples, sampling error should be taken into account when making comparisons or drawing conclusions based on these data.

Demographic Characteristics of the Student Sample

The percentage of disciplined and non-disciplined students by race is shown in Chart 9. African-American students were overrepresented in all disciplinary actions as compared to the general population. From in-school suspension to expulsion, the more severe the discipline, the greater the overrepresentation. The opposite trend was evident for White and Hispanic students.

Chart 9

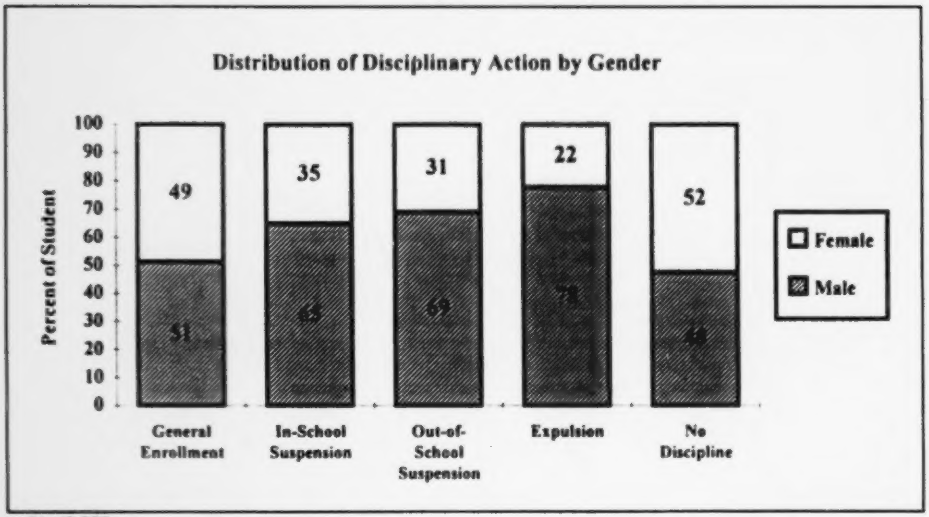


Distribution of Disciplinary Action by Race

N=42,397

Compared to the general population, males were overrepresented in each form of disciplinary action as shown in Chart 10. As with African-American students, the overrepresentation of males increased with the severity of the disciplinary action.

Chart 10

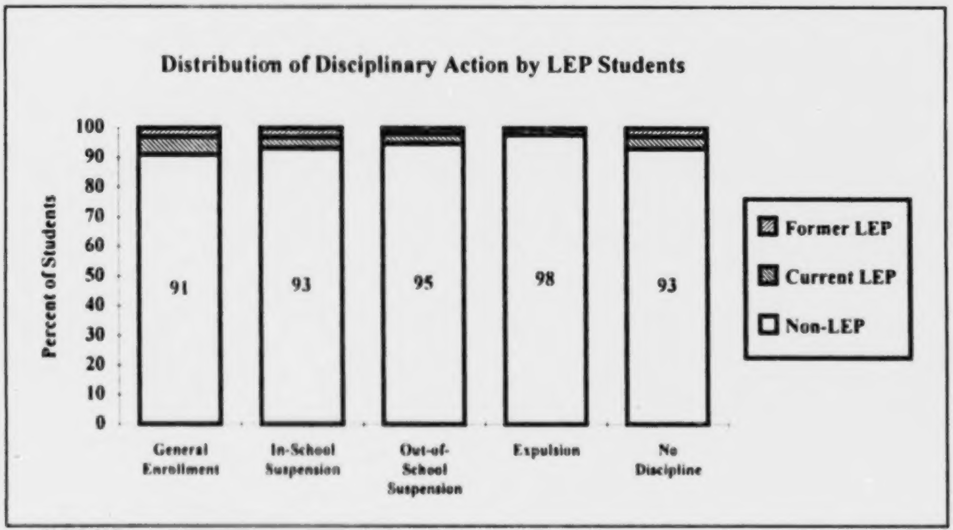


Distribution of Disciplinary Action by Gender

N=42,397

Of students who were disciplined, a very small percentage were classified as LEP students (see Chart 11). The percentage of LEP students decreased as the severity of the disciplinary action increased. As with all initial data, no conclusions can be drawn as to whether students engaged in fewer disruptive behaviors or if they were treated differently by school personnel.

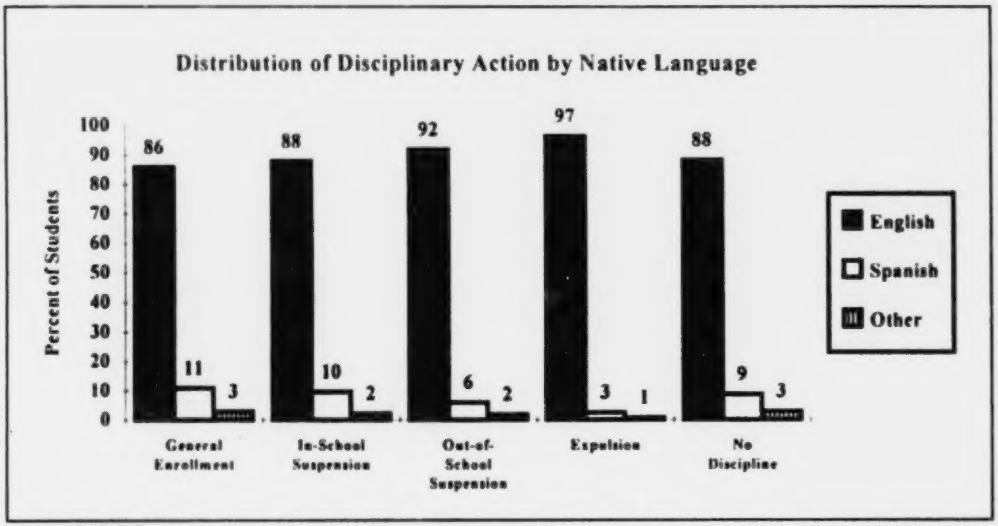
Chart 11



N=42,397

Data in Chart 12 show that a small percentage of students with native languages other than English were disciplined. This trend matches the one for LEP students. These patterns indicate that the acquisition of English, by itself, is not a factor that is associated with the severity of misconduct at school. It is important to note that the pattern for students whose native language is Spanish is consistent with that of Hispanic students in the study sample.

Chart 12

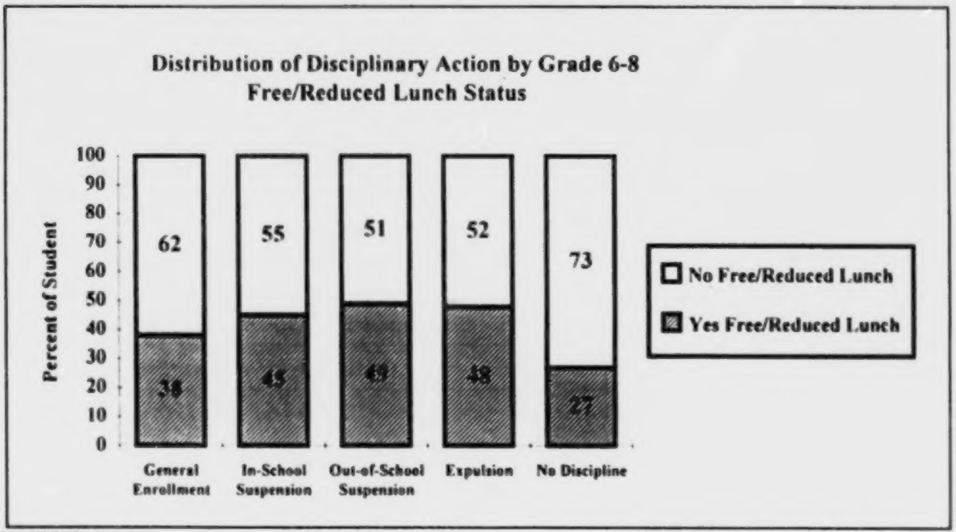


N=42,397

Socio-Economic Characteristics of the Student Sample

Compared to students who received no discipline, a large percentage of students eligible for Free or Reduced Price Lunch received the disciplinary actions noted in Chart 13. Because of the possible sampling error, no trend according to severity of disciplinary action can be detected.

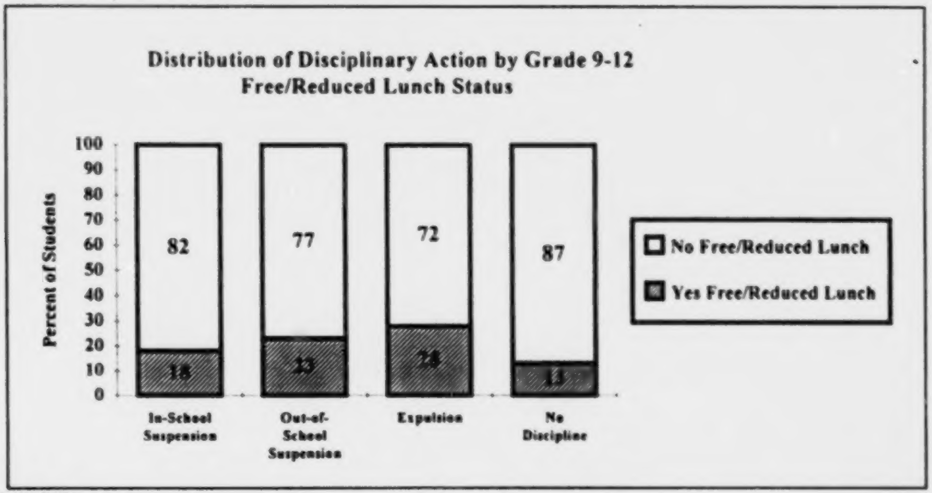
Chart 13



N=42,397

Fewer students in high school apply for Free or Reduced Price Lunch status. However, of the students who were disciplined in 1992-93, Chart 14 shows that a larger percentage of those eligible for Free or Reduced Price Lunch were disciplined than were students who were not eligible. The percentage of high school students eligible for Free or Reduced Price Lunches increased with the severity of the disciplinary action.

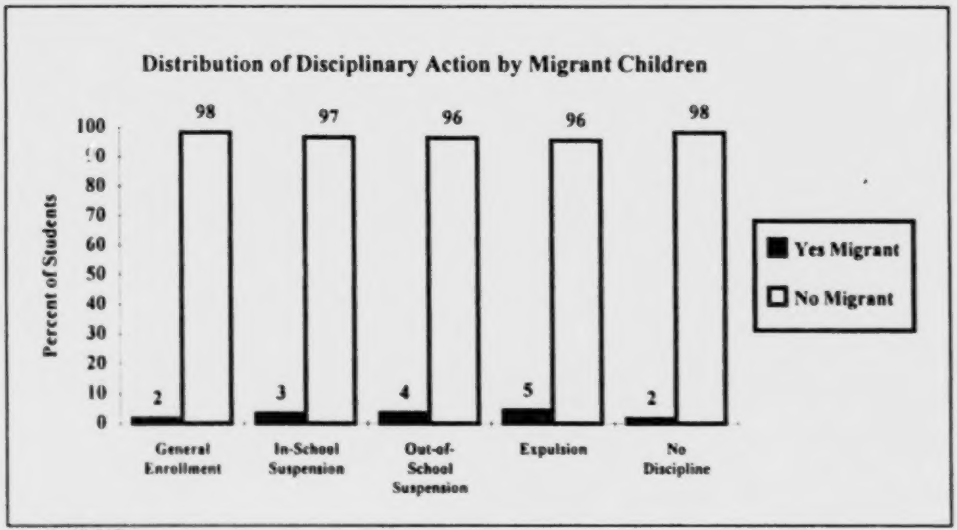
Chart 14



N=42,397

The percentage of migrant students who were disciplined tended to increase with the severity of the disciplinary action as displayed in Chart 15. However, due to the potential sampling error and the small percentage of migrant students in the sample, this trend cannot be confirmed.

Chart 15

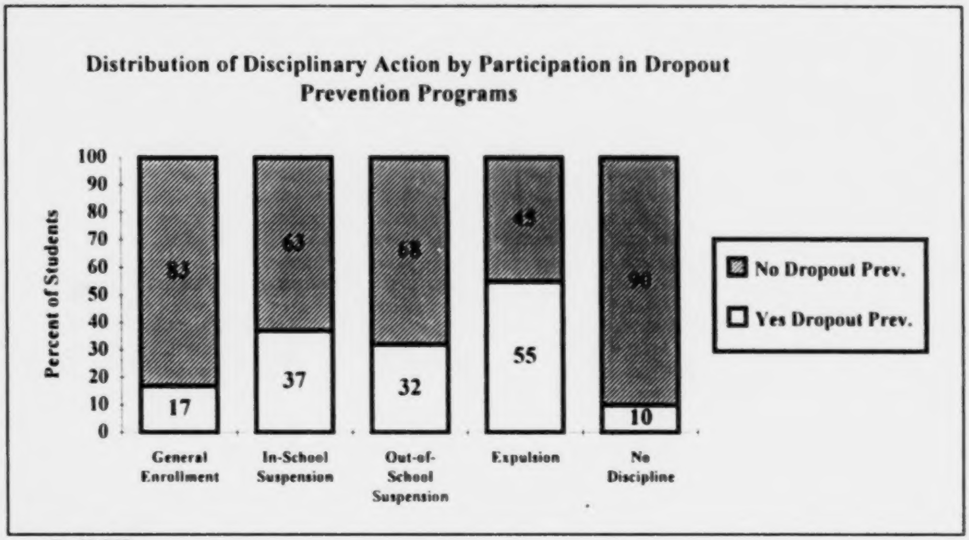


N=42,397

Special Programs Represented by the Student Sample

Chart 16 reports the percentage of disciplinary action distributions for students in Dropout Prevention Programs. Over 50% of the students who were expelled had been served in Dropout Prevention Programs. In all three disciplinary categories, the percentage of students in Dropout Prevention Programs were higher than the percentage of students in the no discipline category. These findings are consistent with selection criteria for Disciplinary Programs. The data on expelled students indicate that some alternatives were provided prior to expulsion. The majority of students who were suspended in or out of school, however, had not participated in a Dropout Prevention Program. These data do not show other alternatives that may have been used nor whether placement in a Dropout Program occurred prior to or following the disciplinary action.

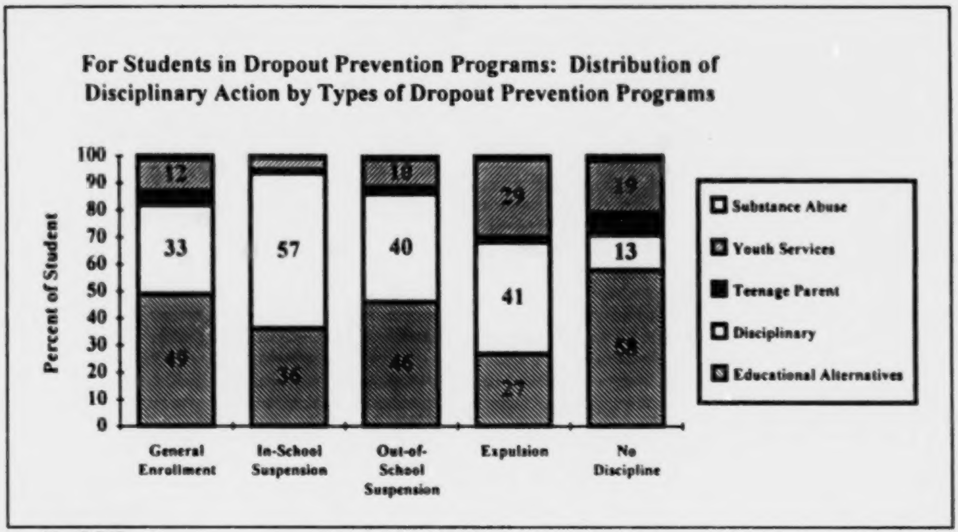
Chart 16



N=42,397

As shown in Chart 17, most students in the sample who were in Dropout Prevention Programs had also been in the Disciplinary and/or Educational Alternatives Program. The highest percentage of students in the Youth Services Program were in the expulsion category. It is important to note that a smaller percentage of students in the Teenage Parent Program (TAP) received disciplinary action than the percentage of TAP students in the no discipline category. The larger percentage of students in disciplinary alternatives found in the in-school suspension category may be explained by the fact that in-school suspension is a form of a Disciplinary Program and is eligible for Dropout Prevention funding.

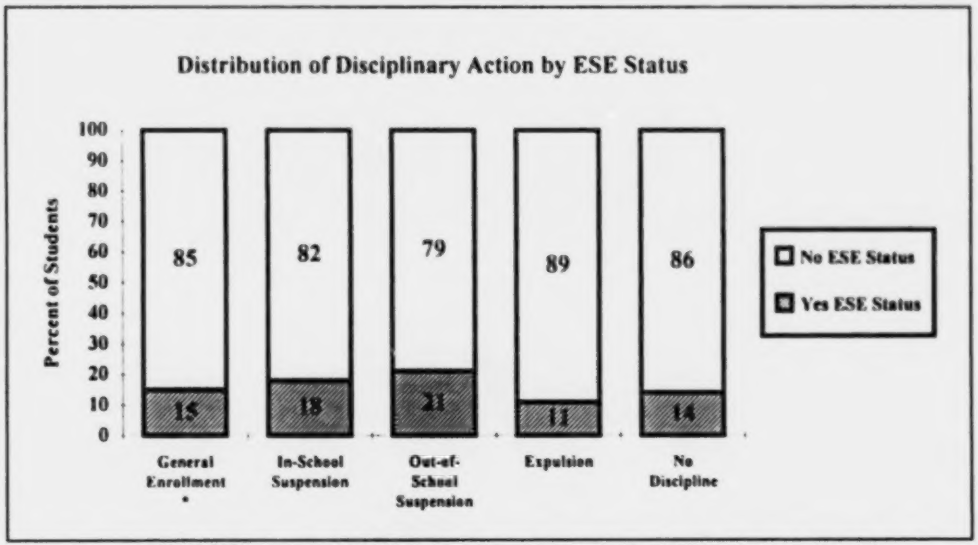
Chart 17


For Students in Dropout Prevention Programs: Distribution of Disciplinary Action by Types of Dropout Prevention Programs

N=42,397

Disciplinary actions for ESE students in the sample are displayed in Chart 18. Of the students who were expelled, a lower percentage were ESE students. The other disciplinary action categories had a slightly higher percentage of ESE students than the no discipline category. This lower percentage of expelled students may be due to protections afforded ESE students requiring the provision of services. Therefore, over 11% of ESE students who were expelled may have included students who continued to receive special education services.

Chart 18


Distribution of Disciplinary Action by ESE Status

N=42,397

* ESE General Enrollment was calculated with ESE students ages 12 and above.

For ESE students in the sample, Table 5 identifies the percentage of disciplinary actions received by students in specific ESE program categories. Students identified as having emotional handicaps and specific learning disabilities were overrepresented in all three types of disciplinary actions.

Table 5

FOR STUDENTS IN ESE PROGRAMS (IN STUDY SAMPLE): DISTRIBUTION OF DISCIPLINARY ACTION BY ESE TYPE

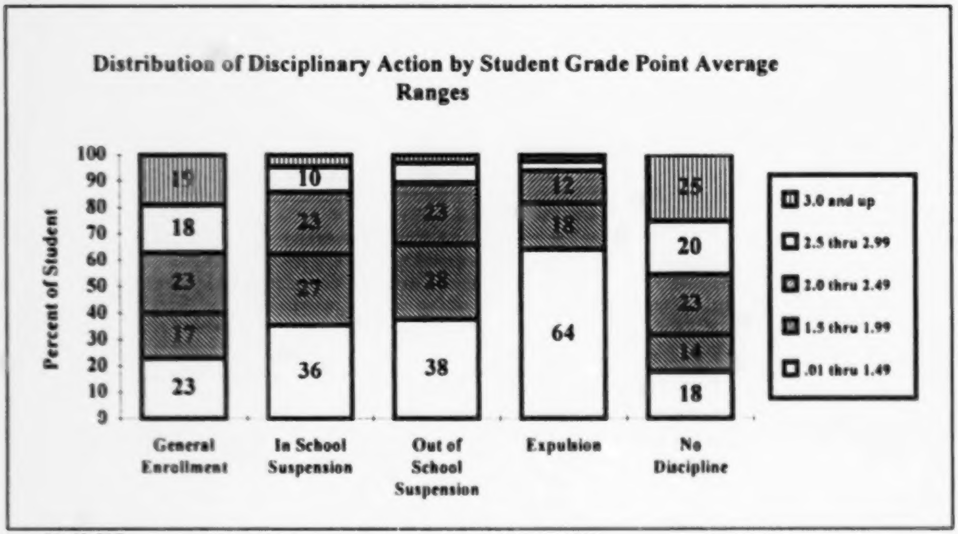
	ESE General Enrollment	In-School Suspension	Out-of-School Suspension	Expulsion	No Discipline
Mentally Handicapped	11%	8%	9%	10%	11%
Emotionally Handicapped	12%	20%	27%	14%	10%
Physically Impaired	1%	1%	1%	2%	2%
Sensory Impaired	1%	1%	1%	0%	less than 1%
Specific Learning Disabled	42%	56%	51%	63%	36%
Gifted	25%	8%	5%	3%	34%
Speech/Language Impaired	8%	7%	6%	8%	6%
Autistic	less than 1%	less than 1%	0%	0%	less than 1%

N=42,397

Achievement Data for the Student Sample

Additional insights about students who received disciplinary action can be obtained from examining their performance on various state and local achievement measures. One commonly used indicator of performance is a student's grade point average (GPA). The largest percentage of students receiving disciplinary actions were those with less than a 1.5 GPA as shown in Chart 19. The percentages of students with a GPA below 1.5 were about the same for in- and out-of-school suspension, but dramatically increased for expelled students. This effect may be related to similar trends for the rate of absenteeism for these students.

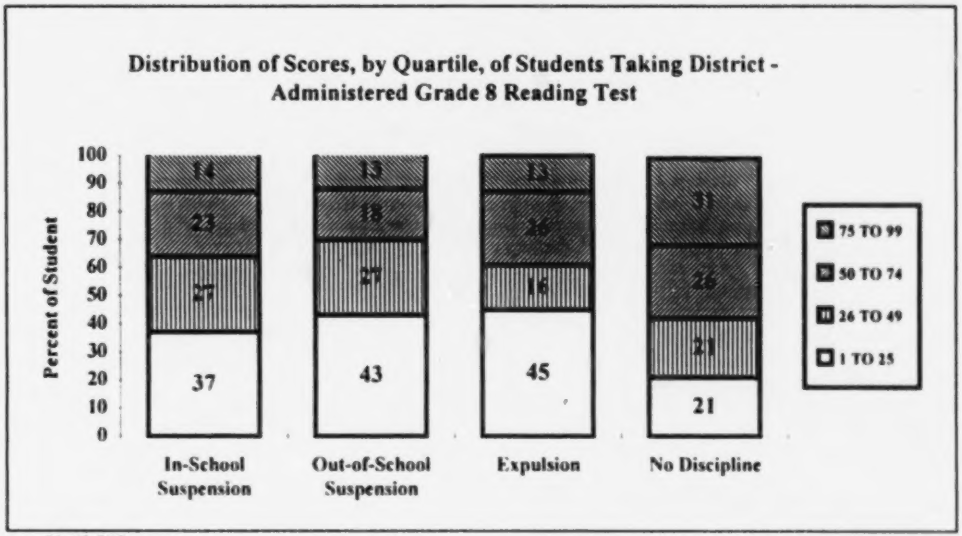
Chart 19



N=42,397

Charts 20 and 21 provide graphic information about student scores on district administered norm-referenced achievement tests. Students who received disciplinary action were more likely to score in the lowest quartile on district administered norm-referenced reading tests in grade 8. Students who had been suspended out of school or expelled received the highest percentage of low quartile reading scores.

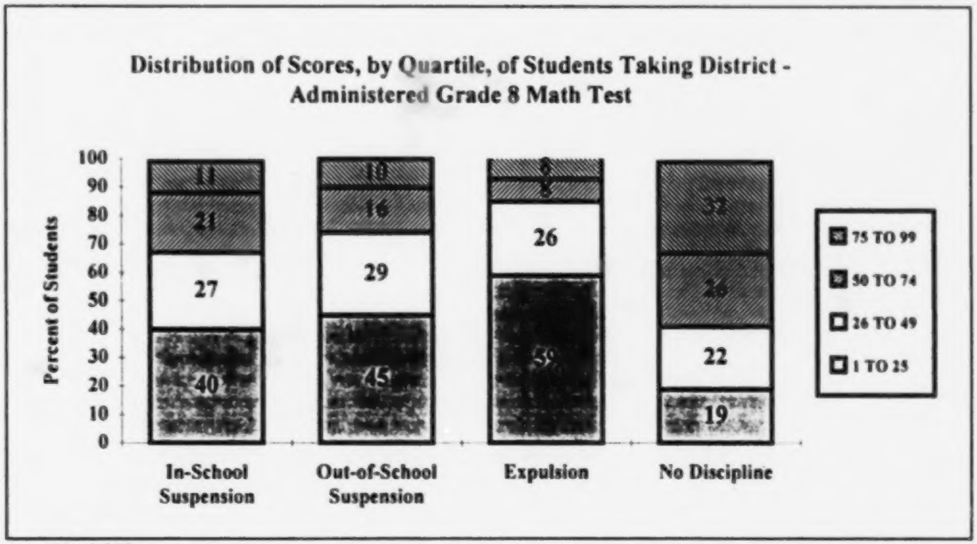
Chart 20



N=42,397

Chart 21 shows that students receiving disciplinary actions were also more likely to score in the lowest quartile on district administered norm-referenced math tests in grade 8. However, there was a significant increase in the percentage of students who had been expelled scoring in the lowest quartile as compared to the percentage of students who had been suspended in and/or out of school.

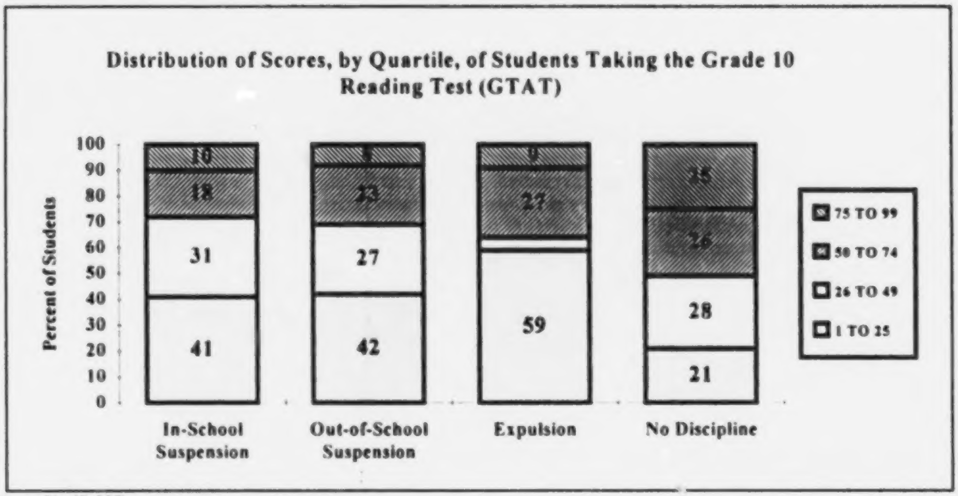
Chart 21



N=42,397

As measured by the Grade Ten Assessment Test (GTAT), there appeared to be little difference in reading performance among tenth grade students who were suspended in or out of school (see Chart 22). A larger percentage of students scoring in the upper third quartile were suspended out of school than were suspended in school. The percentage of students scoring in the upper third quartile were even larger for students who were expelled.

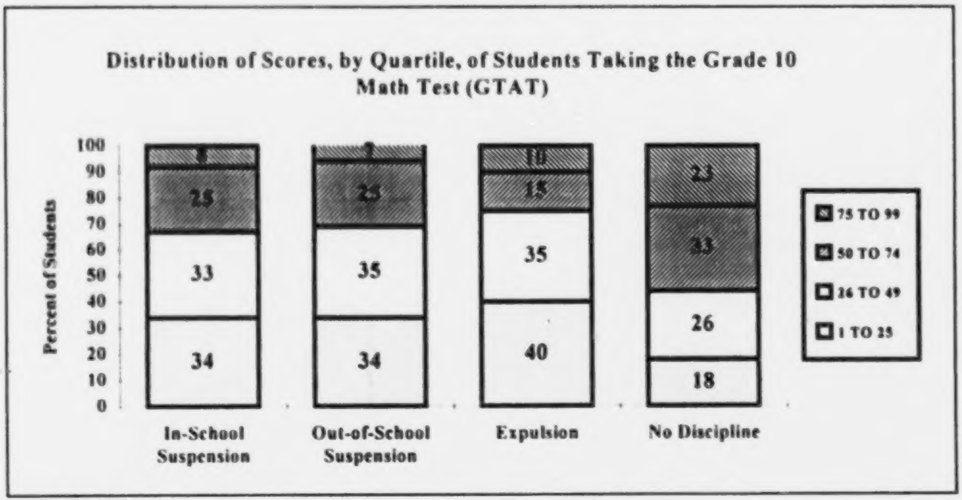
Chart 22



N=42,397

Chart 23 shows that the variation among math scores for students who were and were not disciplined was less pronounced than for reading scores.

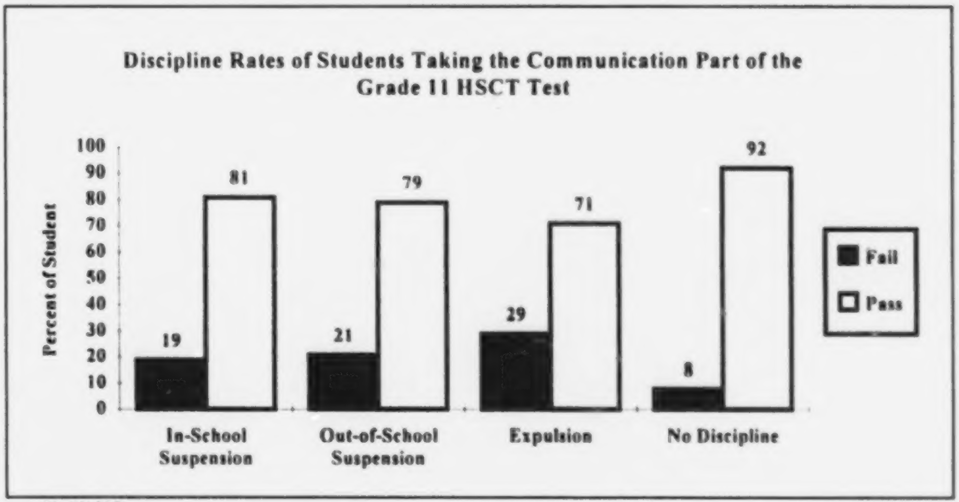
Chart 23



N=42,397

The High School Competency Test (HSCT) is administered in the fall of each year to students in grade 11. In order to graduate with a standard high school diploma, students must pass both the communications and math sections of the HSCT. Chart 24 shows that a higher percentage of students who were disciplined in 1992-93 failed the reading section of the HSCT than students who were not disciplined.

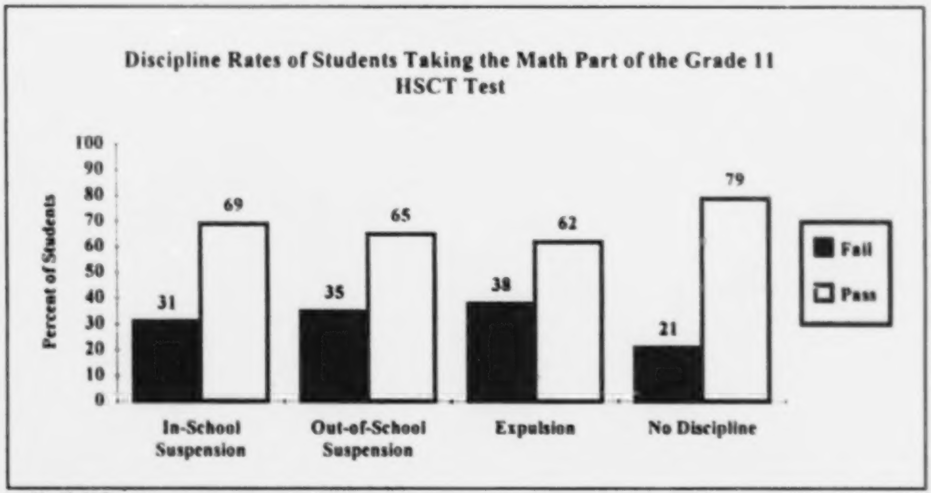
Chart 24



N=42,397

The pattern for the math section of the HSCT is similar to the one observed in reading. However, as shown in Chart 25, the percentages of students who failed were higher for both disciplined and non-disciplined categories.

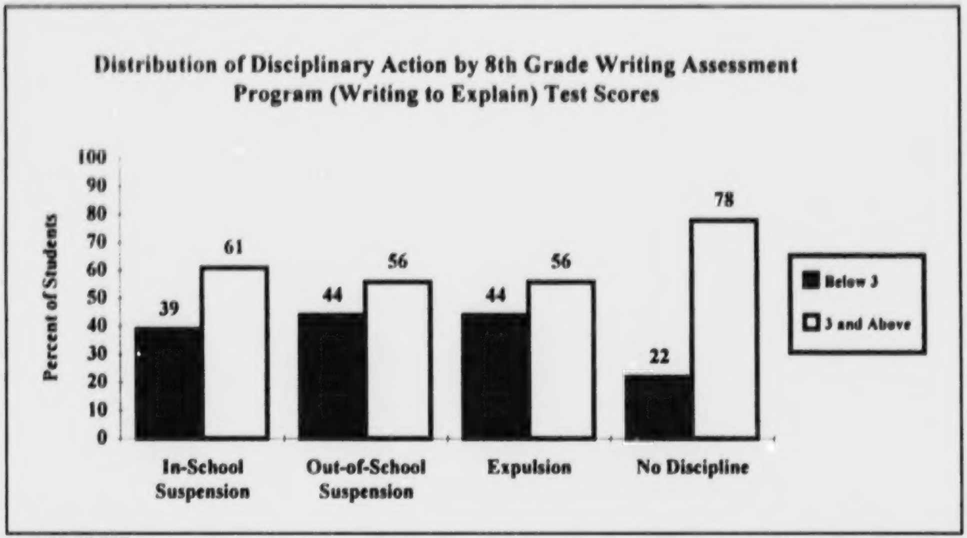
Chart 25



N=42,397

Another area for comparison is performance on the State Writing Assessment Program, Florida Writes!, which requires actual samples of student compositions in grades 4 and 8. At each grade level, students are randomly assigned one of two prompts to which they must respond within 45 minutes. The writing samples are then scored by two independent, trained readers who apply standard criteria based on a six-point scale. A paper scored "3" is barely adequate, but represents an acceptable "standard." Charts 26 and 27 show the test scores of grade 8 students in the discipline study sample. When compared to students who were not disciplined, a higher percentage of students who scored below "3" on the Writing to Explain assessment received disciplinary action.

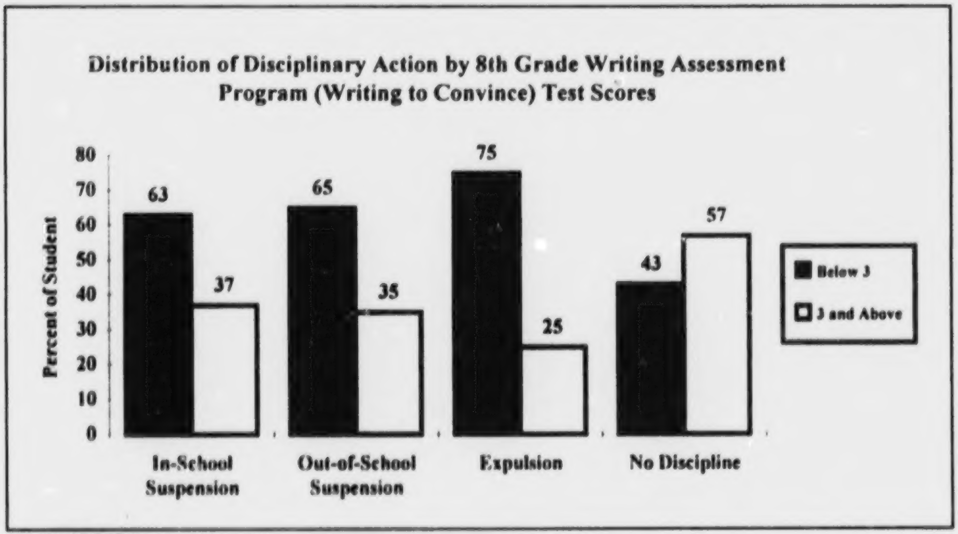
Chart 26



N=42,397

Chart 27 shows that 75% percent of the students who were expelled scored below "3" on the Writing to Convince portion of the grade 8 writing test. This portion of the assessment seems to be the most significant discriminator between students who received disciplinary action and those who did not.

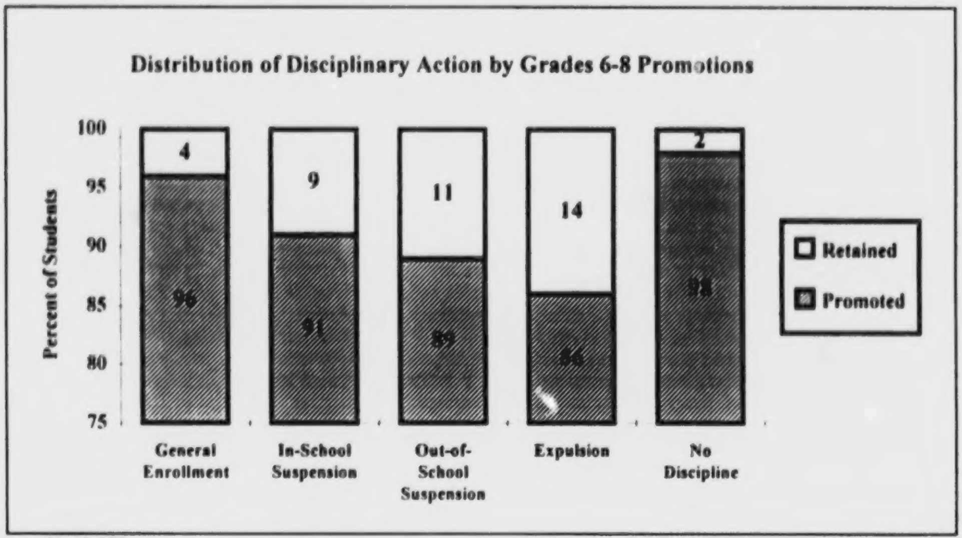
Chart 27



N=42,397

Higher percentages of students in grades 6-8 who received suspensions or expulsions were either retained or administratively promoted than were students who received no disciplinary action. The percentage of students retained or administratively promoted increased with the severity of the disciplinary action as displayed in Chart 28. These data are consistent with GPA data trends.

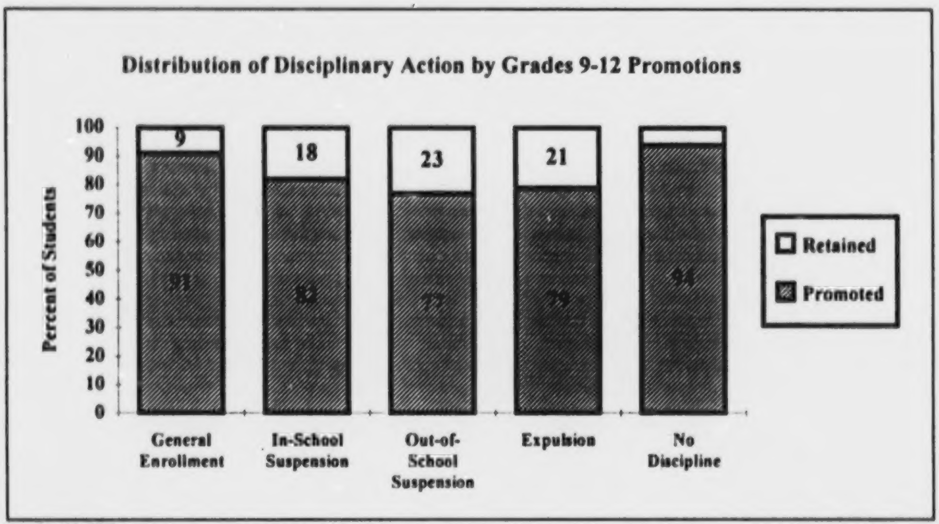
Chart 28



N=42,397

Administrative promotion is generally not an issue in high schools because promotion is based either on seat time or number of credits earned. The data on retention in grade are more consistent with grade 10 reading data trends than other assessment measures for students receiving disciplinary action in high school.

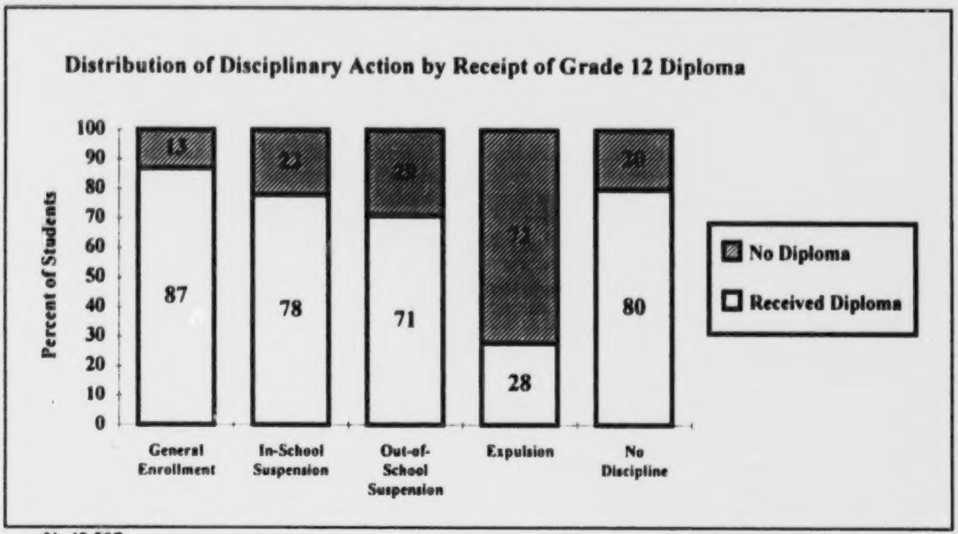
Chart 29



N=42,397

Chart 30 shows the percentage of grade 12 students who received diplomas at the end of 1992-93. Almost 30% of the twelfth grade students who were suspended did not graduate from high school at the end of the school year. Many of these students may have been suspended pending expulsion. Another explanation may be that suspension from school adversely affected their ability to pass courses and earn credits necessary for graduation. A third explanation may be that some students, while classified as twelfth graders, did not have enough credits as a junior to allow them to graduate on time.

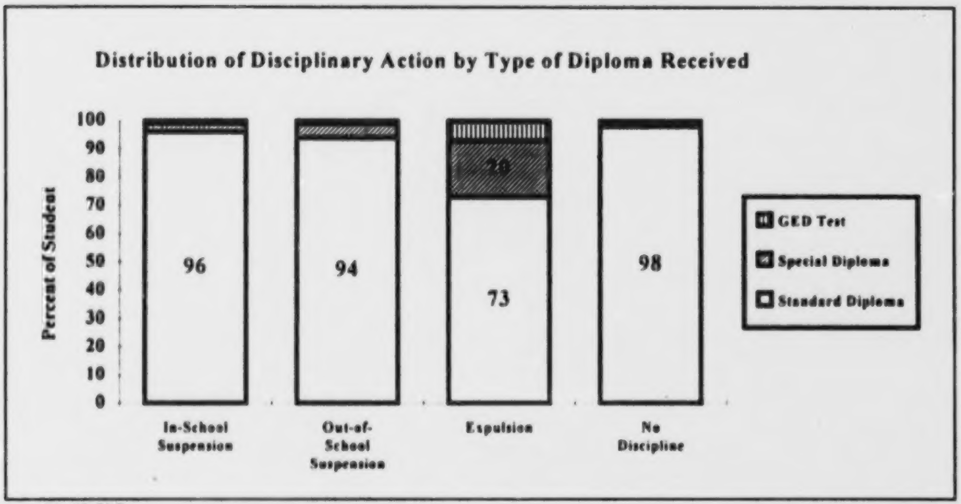
Chart 30



N=42,397

Most students in all disciplinary categories received the standard diploma as shown in Chart 31. As might be expected, a higher percentage of students who were expelled passed the General Educational Development (GED) Test. The data on expelled students are interesting in that a larger percentage of these students who received a standard diploma indicate that they may have been "expelled" to an alternative school. If this is the case, there is a problem with districts reporting these students incorrectly.

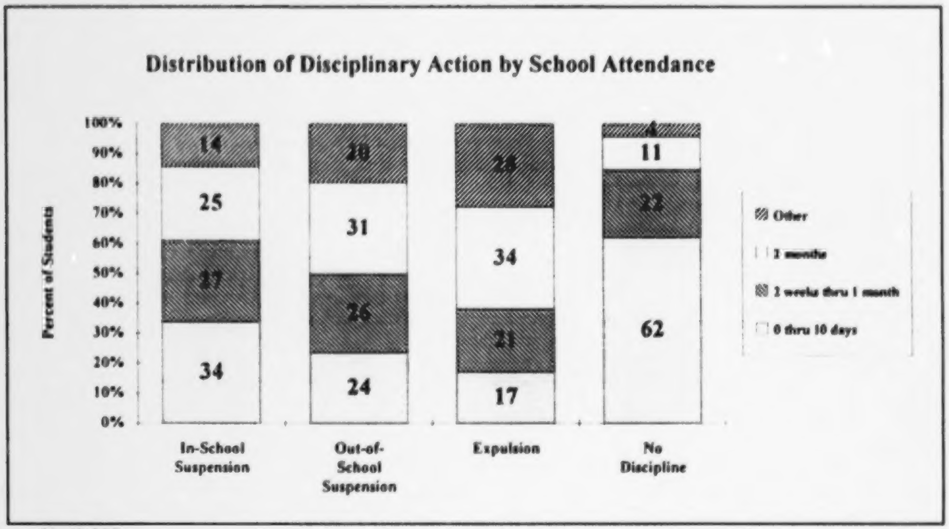
Chart 31



N=42,397

Student absences are displayed in Chart 32. Absenteeism among disciplined students increased with the severity of discipline. The absences for students who were suspended or expelled could be related to their removal from school.

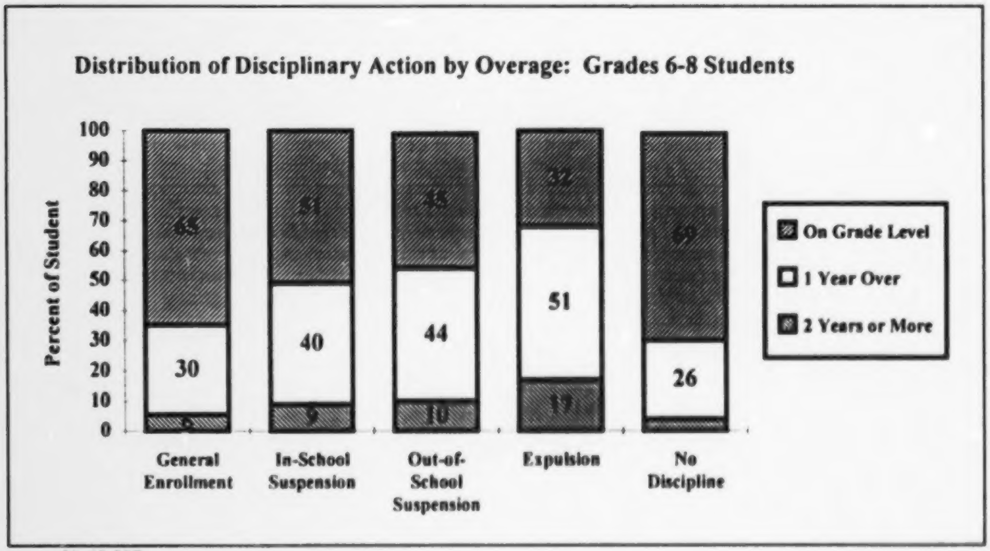
Chart 32



N=42,397

The familiar pattern of increased overrepresentation as the severity of disciplinary action increased can be seen in Chart 33 among students who were overage for their grade.

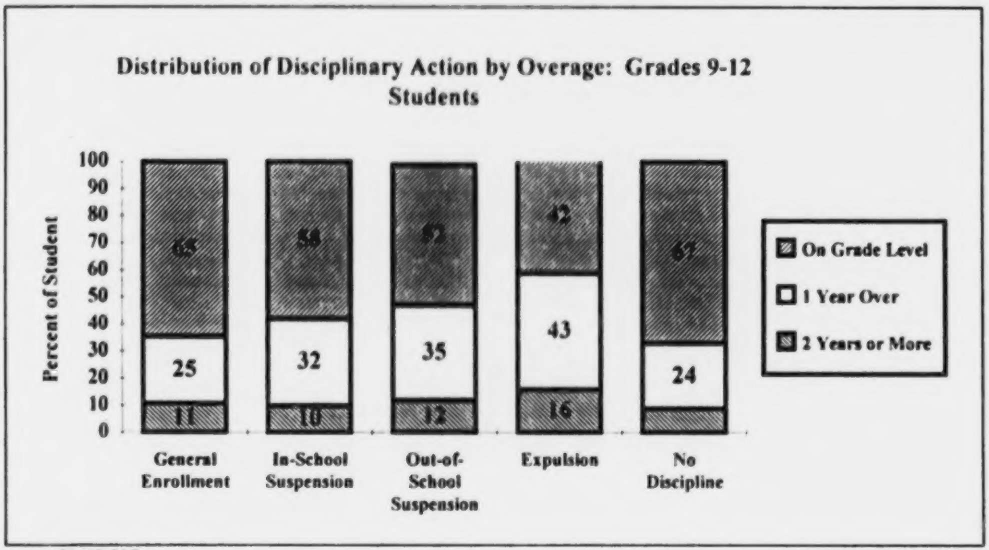
Chart 33



N=42,397

The overage trend found in grades 6-8 was also found in grades 9-12 as shown in Chart 34. However, the overall percentage of overage students were smaller in grades 9-12. Overage students were overrepresented among school dropouts, and thus the percentage decreased after grade 9.

Chart 34



N=42,397

Summary of Primary Student Sample Data Analysis

In-school and out-of-school suspension rates increased steadily from grades 6 through 9, and then declined steadily from grades 10 through 12.

In-school and out-of-school suspension patterns were similar across all grade levels from grades 6 through 12.

Students with certain demographic characteristics appeared to be overrepresented among students who were disciplined, and the overrepresentation increased with the severity of disciplinary action. These characteristics included:

Race	*African-American*
Gender	*Male*
Socio-Economic Level	*Poor*

Certain school performance factors were associated with students who were disciplined, and overrepresentation increased with the severity of the disciplinary action. These characteristics included:

Grade Point Average	*Less than 1.5*
Reading	*Lowest Quartile on Grade 8 Norm-Referenced Tests* *Lowest Quartile on GTAT*
Mathematics	*Lowest Quartile on GTAT*
Writing	*Less than "3" on Grade 8 Writing to Convince*
Attendance	*More than 10 Days of Absences*
Grade Placement	*Overage for Grade*

Factors associated with students having received disciplinary action, but which did not follow a pattern as the severity of disciplinary action increased, included:

Grade Placement	*Students Retained in Grade in 1992-93*
Academic Performance	*All Measures of Poor Academic Performance*
Special Programs	*Participation in Dropout Prevention Programs*
Socio-Economic Level	*Migrant Students*

The Dynamics of Discipline in Public Schools
A Sample of Student Cases

The primary student sample provided information about the overall characteristics of students in Florida public schools who had received one of the four disciplinary actions under study. To gather more information about the nature of offenses that resulted in disciplinary action and the number of times discipline was administered, a subset student sample was drawn for further study. Table 6 shows the number of students randomly selected for the subset sample as determined by grade levels and disciplinary actions. This reduced subset sample size represented a maximum error rate within 5 percentage points (+/-), except for expulsion which captured the entire population. The sample size allowed for a projected response rate of 70 percent.

Table 6
SUBSET STUDENT SAMPLE BY GRADE LEVEL AND DISCIPLINARY ACTION

STUDENT GRADE LEVELS	CORPORAL PUNISHMENT	IN-SCHOOL SUSPENSION	OUT-OF-SCHOOL SUSPENSION	EXPULSION
6, 7, 8	163	156	168	20
9, 10, 11, 12	861	902	911	492
TOTAL	**1,024**	**1,058**	**1,079**	**512**

After duplicate cases were eliminated, a total of 3,445 students remained in the subset sample. The subset sample included students from all 67 school districts.

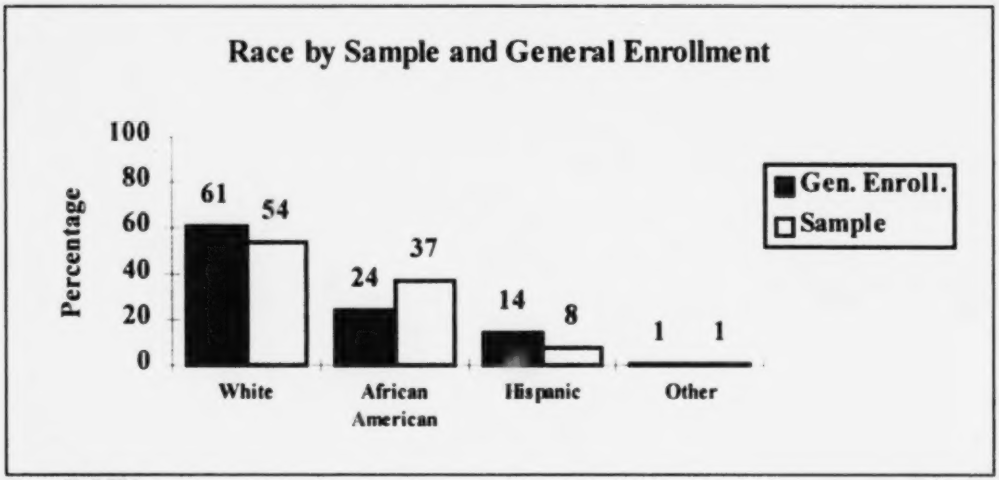
A survey was developed to request additional information about each student's disciplinary action record, including (1) the dates, duration, and number of disciplinary actions; (2) offenses leading to each disciplinary action; (3) persons making the referral; and (4) alternatives used prior to each disciplinary action. To ensure accuracy and assist local staff in completing the survey, the student's name, identification number, and name of school where the discipline was administered were preprinted on each survey form. Appendix E includes a copy of the survey form.

The survey was conducted as a statewide MIS data collection activity. Surveys were mailed to district MIS coordinators in October 1994 for distribution to appropriate school principals. Follow-up telephone calls were made to district coordinators who had not returned their surveys by the specified return date. A total of 3,127 forms were completed and returned to the DOE, representing a 91% return rate. Of the returned forms, 333 could not be used since the district stated that the requested disciplinary information was unavailable. Survey data were analyzed to provide a picture of disciplinary actions of 2,794 students. The stringent subset sampling design used in the study makes it possible for generalizations to be made about all students in grades 6-12 who received corporal punishment, suspension, or expulsion during 1992-93.

What were the Demographic Characteristics of the Subset Student Sample?

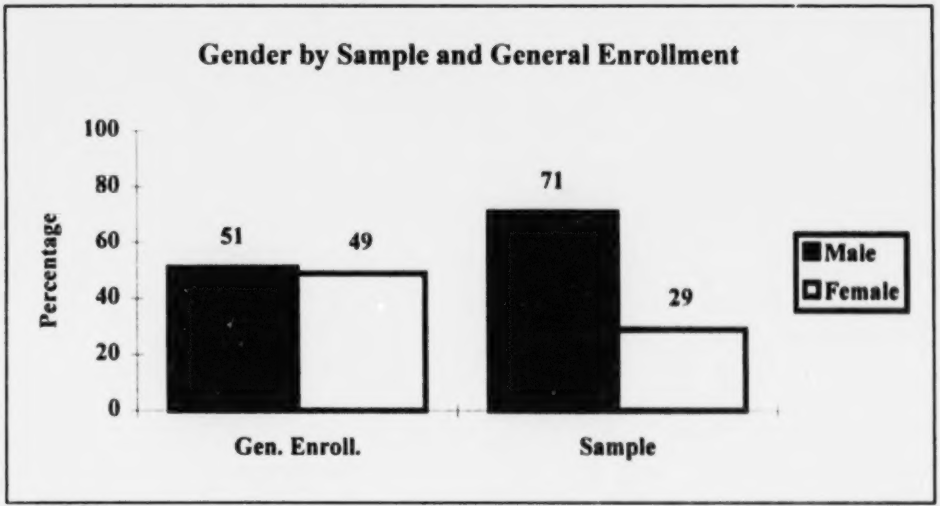
The percentages of subset sample students by race and gender are shown in Charts 35 and 36. The subset sample is not intended to represent the general student population in grades 6-12. Rather, the sample is very similar to the general population of students who received some form of disciplinary action in 1992-93. The most striking variation from the general student population is in the percentage of males in the disciplined group and the percentage of African-American students represented in the sample. Hispanic students were also underrepresented in the number of disciplined students, consistent with the finding on under-involvement of LEP students.

Chart 35



N=2,794

Chart 36



N=2,794

Table 7 shows the participation of the subset sample in Dropout Prevention, ESE, and LEP Programs. As expected, students in Dropout Prevention Programs, those already having trouble in school, were significantly overrepresented among students receiving disciplinary action. While the percentage of ESE students in the subset sample is statistically significant, it is probably not practically significant, except for students with specific learning disabilities.

Table 7
SPECIAL PROGRAM PARTICIPATION OF SUBSET SAMPLE

PROGRAM	STATEWIDE		SAMPLE	
	YES	NO	YES	NO
Dropout Prevention (DOP)	17	83	33	67
Exceptional Education (ESE)	15	85	19	81
Limited English Proficient (LEP)	9 *	91	4 *	96

* includes former LEP N=2,794

What Offenses Lead to Disciplinary Action?

The survey sent to schools listed 34 offenses that schools could identify as leading to disciplinary action. Appendix F shows the percentage of offenses that were reported as resulting in one of the four disciplinary actions. To simplify presentation and improve interpretation of the data, these offenses were categorized into seven categories identified in Table 8.

Table 8
GENERAL OFFENSE CATEGORIES

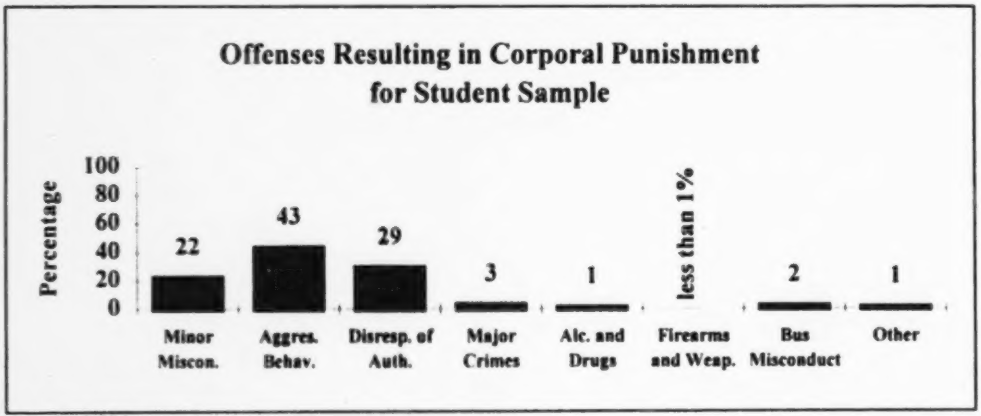
CATEGORY	OFFENSE *	
Minor Misconduct	Chronic Truancy Dress Code Violations Excessive Tardiness Failure to Dress out for P.E.	Leaving School Grounds without Permission Repeated Skipping
Disruptive/Aggressive Behavior	Assault/Threat Disorderly Conduct Disruptive Behavior/Classroom Disturbance Fighting	Malicious Harassment/Hate Crimes Sexual Harassment Vandalism Other Minor Violations
Disrespect of Authority/ Defiance	Disrespectful/Abusive Behavior Insubordination/Defiance/ Disobedience	
Major Crime/Offense	Arson Battery Breaking and Entering/Burglary Homicide Larceny/Theft	Motor Vehicle Theft Robbery Sexual Battery Sex Offenses Other Major Crime/Violence
Alcohol and Drugs	Alcohol Drugs (Excluding Alcohol) Smoking/Tobacco Violations	
Firearms/Weapons	Firearm Incident/Possession Other Weapons Possession	
Bus Misconduct	Bus Misconduct	

*** more descriptive definitions of the offenses are in Appendix E**

Charts 37-40 contain a breakdown of the offense groupings that led to each of the four major types of disciplinary action. The data suggest the following general trends in the use of discipline in Florida public schools.

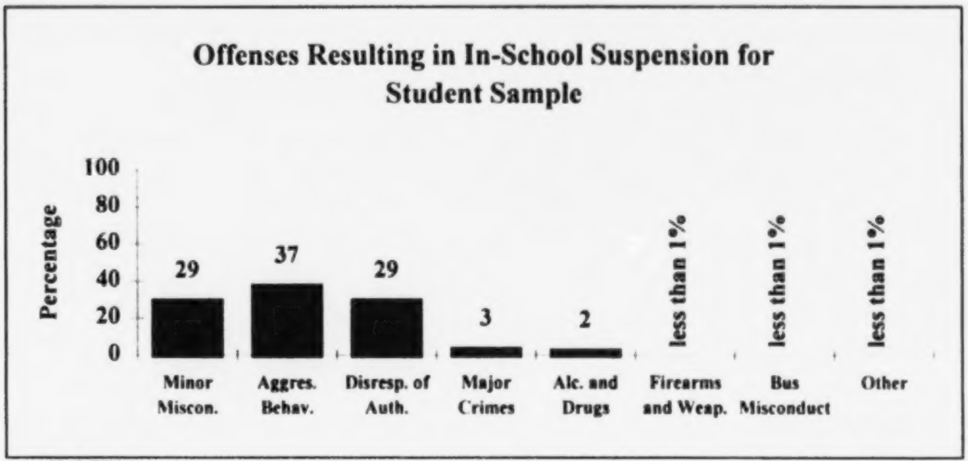
- In-school suspension was used more frequently for minor misconduct than the other three disciplinary actions that were studied.
- The majority of referrals that resulted in disciplinary action involved disruptive/aggressive behavior such as fighting, assault, or classroom disruption.
- There seemed to be little difference in the use of corporal punishment, in-school suspension, and out-of-school suspension for offenses involving disrespect for authority. Such offenses represented about 30% of each disciplinary category.
- Offenses categorized as major offenses and those involving alcohol and drugs almost never result in corporal punishment or in-school suspension. These two categories combined represented 45% of all expulsions and 13% of all out-of-school suspensions.
- Less than 2% of referrals resulting in disciplinary action were from bus misconduct. Data from this category were insufficient for analysis.
- Seventy-one percent (71%) of all out-of-school suspensions were for disruptive/aggressive behavior or disrespect/defiance of authority.
- Offenses involving firearms and weapons accounted for 31% of all expulsions.
- Three percent (3%) of the expulsions were for disrespect for authority or for some form of verbal abuse.

Chart 37


Offenses Resulting in Corporal Punishment for Student Sample

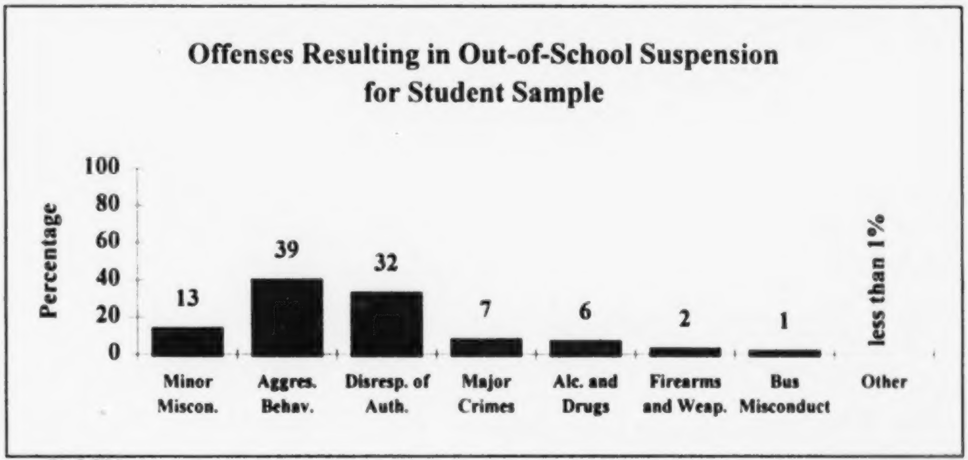
N=2,794

Chart 38



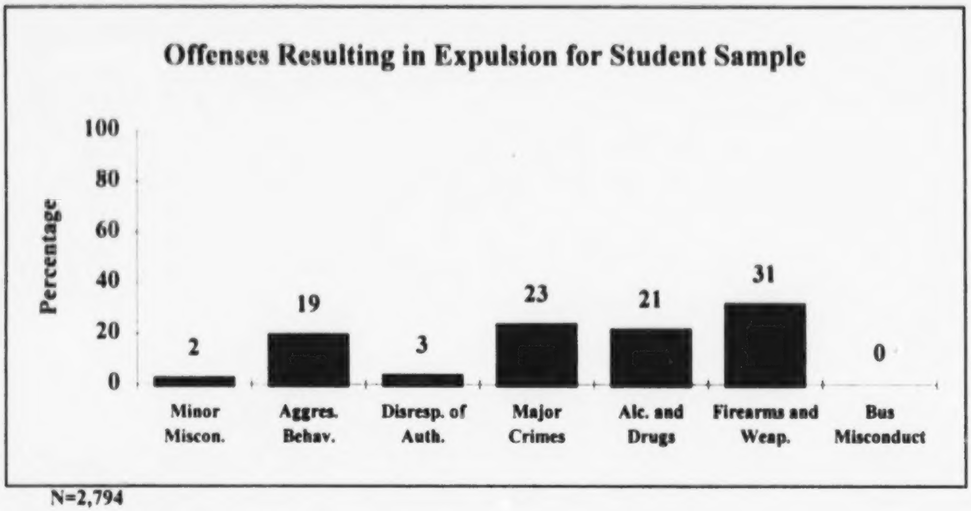
N=2,794

Chart 39



N=2,794

Chart 40


Offenses Resulting in Expulsion for Student Sample

N=2,794

Examining the offense data from a different perspective may produce interesting patterns. Table 9 presents offense data by showing the percentage of incidents of each offense category that resulted in a particular form of discipline. From this analysis, the following trends are noted.

- Three-fourths of all minor misconduct incidents resulted in either corporal punishment or in-school suspension.
- Fifty-nine percent (59%) of all incidents of disruptive/aggressive behavior and disrespect/defiance resulted in corporal punishment or in-school suspension. Approximately 41% of these offenses resulted in out-of-school suspension or expulsion.
- Over half the incidents of major offenses and alcohol and drug offenses (56% and 57% respectively) resulted in out-of-school suspension.
- Firearms and weapons offenses generally resulted in out-of-school suspension (46%) and expulsion (49%).

Table 9
DISCIPLINARY ACTION RESULTING FROM OFFENSE

	Corporal Punishment	In-School Suspension	Out-of-School Suspension	Expulsion
Minor Misconduct	18%	57%	24%	less than 1%
Disruptive/ Aggressive Beh.	19%	40%	39%	2%
Disrespect/ Defiance	17%	41%	42%	less than 1%
Major Offenses	9%	21%	56%	14%
Alcohol and Drugs	5%	21%	57%	17%
Firearms/ Weapons	1%	5%	46%	49%
Bus Misconduct	33%	21%	44%	1%

N=2,794

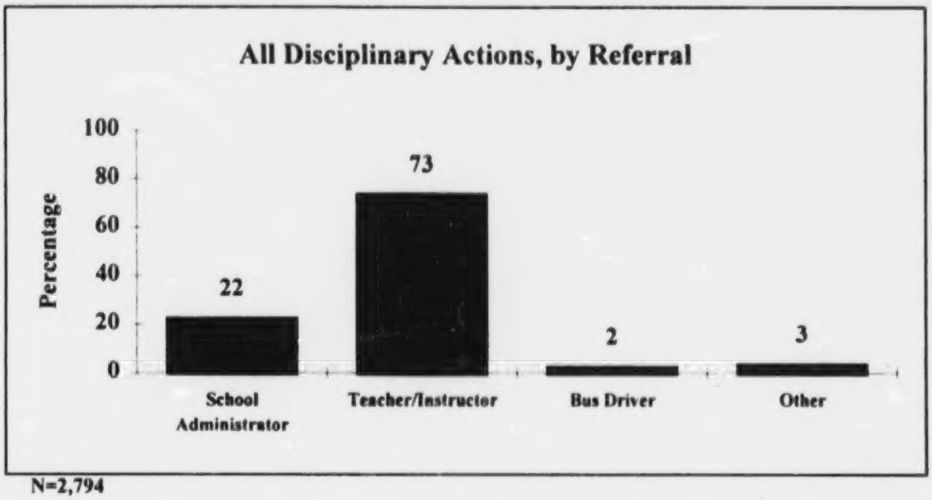
The data from the survey of schools cannot answer the question: *Are students being suspended out of school for minor offenses*? The data do indicate that most suspensions were not for serious offenses. However, a category such as "insubordination" cannot communicate the severity of the offense. The offense could range from refusing to respond quickly to a command to open or violent defiance. Additionally, the consequence may be influenced as much by past behavior and past interventions as by the severity of the offense in question. Analysis of the school site visit data may help to uncover some of these dynamics.

Who are the Sources of Referral for Disciplinary Action?

The data appear to support the contention that teachers are the primary source of referrals of students, and that school administrators are acting on those referrals. Almost three-fourths of all referrals that resulted in disciplinary actions were from teachers and other instructional personnel. Administrators accounted for 22% of total referrals that resulted in disciplinary action.

While the data cannot support a conclusion on this point, it would appear that most offenses occur in classrooms or while students are under the supervision of teachers. Few offenses reported by bus drivers led to one of the four main types of disciplinary action. Data were not collected on minor misconduct on buses that did not result in disciplinary action. While the study collected data on location of offense, these data did not differentiate among offenses that occurred in classrooms as compared to other locations within the school.

Chart 41



N=2,794

Table 10
WHERE OFFENSES OCCURRED

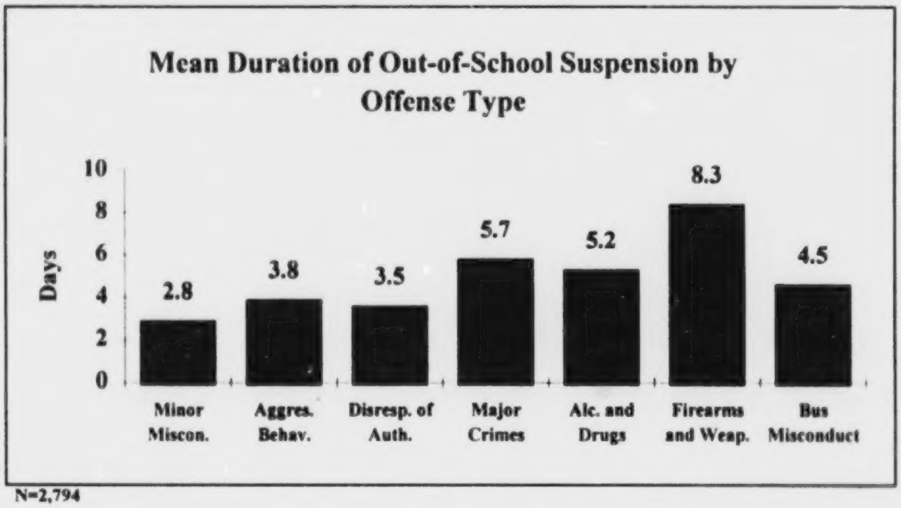
LOCATION	PERCENT
School Grounds/On Campus	97
School-Sponsored Activity/Off Campus	1
School-Sponsored Transportation	2

N=2,794

Is There a Relationship Between Offense and Duration of Suspension?

The average out-of-school suspension lasted for 3.9 days, with the median being three days. Chart 42 identifies the mean duration, in days, of out-of-school suspensions for each offense group. Note the clear increase in duration with the increased severity of the offense.

Chart 42



N=2,794

Table 11 shows the frequency of out-of-school suspensions for days of duration from one to ten. Note that most suspensions were for one, three, five, or ten days. Few suspensions were for other periods of time.

Table 11
FREQUENCY OF OUT-OF-SCHOOL SUSPENSION DAYS

NUMBER OF DAYS	FREQUENCY
1	742
2	508
3	1260
4	82
5	578
6	27
7	35
8	7
9	18
10	521

Almost half of all students who were suspended out of school received only one such suspension during 1992-93. Conversely, half of the students received two or more suspensions. From these results, one might speculate that, in half of the cases, out-of-school suspension may not be an effective consequence in that it may not change behavior. Such a conclusion cannot be drawn from these data alone. However, preliminary discussions with school personnel during site visits indicated that school personnel generally acknowledge that suspension is not an effective behavior modifier,

but a necessary evil that gets students removed from the school environment either for cooling off, for the safety of other students, or to send an immediate message that the behavior in question cannot be tolerated.

Table 12
STUDENTS RECEIVING MULTIPLE OUT-OF-SCHOOL SUSPENSION

NUMBER OF OUT-OF-SCHOOL SUSPENSIONS	PERCENTAGE OF STUDENTS
1	49
2	22
3-5	22
6-10	7
More than 10	<1%

Table 13 indicates the breakdown of offenses by the number of days a student was suspended out of school. There was a pattern of longer suspensions for more serious offenses. This pattern is more pronounced when the ten-day suspensions are examined. One-day suspensions almost never resulted from major offenses including alcohol, drugs, or weapons. Twenty-five percent (25%) of the one-day suspensions were due to minor misconduct, which includes repeated misconduct.

Table 13
OUT-OF-SCHOOL SUSPENSION DAYS BY OFFENSE

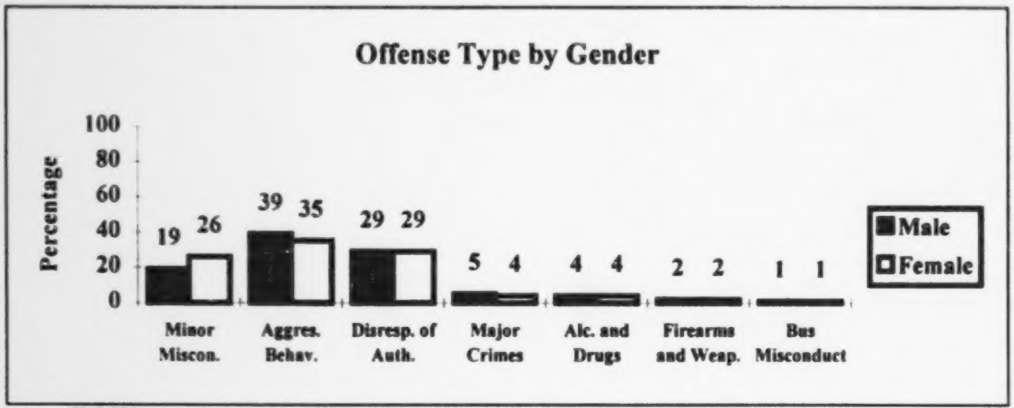
OFFENSES	DAYS			
	1	3	5	10
Minor Misconduct	25%	10%	10%	6%
Disruptive/Aggressive Behavior	34%	41%	43%	32%
Disrespect/Defiance	35%	34%	30%	22%
Major Offenses	3%	7%	8%	14%
Alcohol and Drugs	3%	6%	6%	12%
Firearms/Weapons	<1%	1%	1%	12%
Bus Misconduct	<1%	1%	2%	1%
Totals	100	100	100	100

Are There Differences in Offenses Based on Gender?

The overall percentage of females in the sample was small (29%) when compared to males (71%). However, similar percentages of females in the sample appeared to be committing the same offenses as males. A slightly smaller percentage of males committed minor misconduct, and a slightly larger percentage were disciplined for disruptive/aggressive behaviors, but these differences were small.

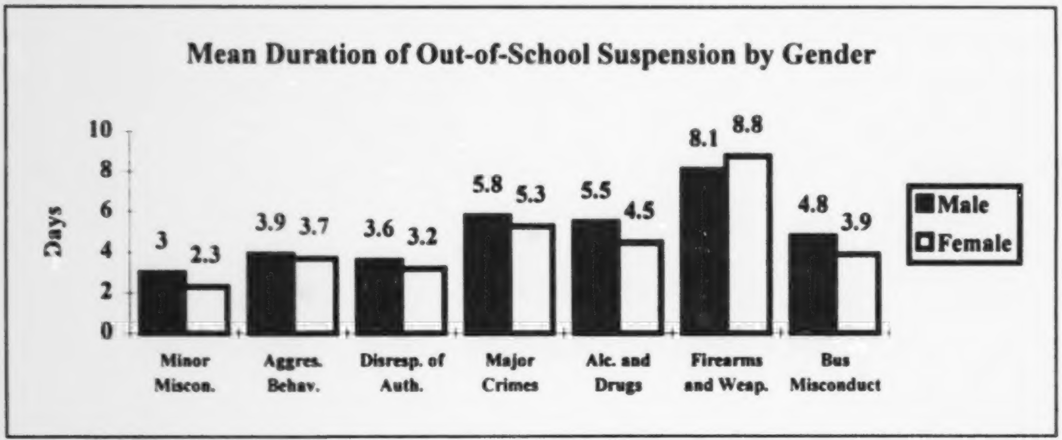
With the exception of corporal punishment, males and females generally received the same discipline for the same offenses. Very few females received corporal punishment as a form of discipline.

Chart 43



N=2,794

Chart 44



N=2,794

Are There Significant Differences Based on Race or Ethnicity?

Table 14 compares types of punishment received by students, by the students' race, for six of the seven groups of offenses. The seventh group, Bus Misconduct offenses, is not included in this analysis due to the small number of cases. The first table shows the type of disciplinary action taken for White, African-American, and Hispanic students for Major Crimes offenses. Percentages represent the proportion of each group of students receiving a type of disciplinary action. The last column, the p value, summarizes the result of a significance test (Chi-Square) for each type of action across student racial categories. It indicates whether a statistically significant difference was found in receipt of a particular disciplinary action among student groups for a particular offense group.

Caution should be used in making generalizations from this sample due to the small numbers of students in some categories, particularly Hispanic students. For one table, Firearms and Weapons offenses, the number of Hispanic students was too small for comparison with the other groups.

Patterns in receipt of punishment for White, African-American, and Hispanic students were similar for minor types of misconduct, such as disrespect of authority and minor misconduct. Differences in proportions of Hispanic students receiving corporal punishment and in-school suspension here and for all offense groups is misleading. Most Hispanic students lived in districts where corporal punishment was not allowed (i.e., Dade, Broward, and Palm Beach); thus, they were underrepresented in corporal punishment and their proportions were much higher in in-school suspension.

Differences across all groups were most pronounced, particularly for out-of-school suspension and expulsion, for the Major Crimes, Alcohol and Drugs, and Aggressive Behavior offense groups. Across these offense groups, African-American students were more likely to get harsher punishment, particularly expulsion, than Whites. One of the largest differences between African-American and White students, although not statistically significant, occurred in the type of punishment received for Firearm or Weapons offenses, where one-half of White students received out-of-school suspension while almost two-thirds of African-American students received expulsion. Another large difference is that African-American students were twice as likely to be expelled for major offenses than either White or Hispanic students.

While the differences in the receipt of punishment were clear and generally significant, the reader should remember that data on offenses do not take into account previous offenses, severity of offense, or interventions attempted.

Table 14
ANALYSIS OF DISCIPLINARY ACTION BY RACE

Major Crimes

Disciplinary Action	WHITE %	BLACK %	HISPANIC %	p value
Corporal Punishment	9.8	8.3	0	.011 *
In-School Suspension	30.1	17.4	13.6	.065
Out-of-School Suspension	50.3	52.3	77.3	.000 ***
Expulsion	9.8	22.0	9.1	.000 ***

Firearms and Weapons[1]

Disciplinary Action	WHITE %	BLACK %	HISPANIC[1] %	p value
Corporal Punishment	1.6	0.0	------	.290
In-School Suspension	5.7	4.5	------	.314
Out-of-School Suspension	50.4	32.8	------	.012 *
Expulsion	42.3	62.7	------	.310

Alcohol and Drugs

Disciplinary Action	WHITE %	BLACK %	HISPANIC %	p value
Corporal Punishment	6.0	2.2	0	.000 **
In-School Suspension	22.8	17.8	33.3	.000 **
Out-of-School Suspension	52.6	57.8	42.9	.000 **
Expulsion	18.7	22.2	23.8	.000 **

Aggressive Behavior

Disciplinary Action	WHITE %	BLACK %	HISPANIC %	p value
Corporal Punishment	22.5	18.3	3.8	.000 **
In-School Suspension	40.8	33.3	42.9	.344
Out-of-School Suspension	35.6	44.5	49.5	.000 **
Expulsion	1.1	3.9	3.8	.000 **

Disrespect of Authority

Disciplinary Action	WHITE %	BLACK %	HISPANIC %	p value
Corporal Punishment	20.5	16.1	4.3	.000 ***
In-School Suspension	40.3	39.1	48.3	.021 *
Out-of-School Suspension	38.7	44.3	47.4	.000 ***
Expulsion	0.5	0.5	0	.439

Minor Misconduct

Disciplinary Action	WHITE %	BLACK %	HISPANIC %	p value
Corporal Punishment	21.2	16.4	4.3	.000 **
In-School Suspension	54.9	52.1	69.9	.003 **
Out-of-School Suspension	23.1	31.2	25.8	.308
Expulsion	0.8	0.2	0	.162

[1] The number of Hispanic students in this category is too small to allow for comparisons.

* significant at .05 level ** significant at .01 level *** significant at less than .01 level

Are Interventions Used Prior to Suspending Students?

The survey of schools listed 20 interventions or alternatives to be identified by school personnel as options that were used with students prior to one of the forms of disciplinary actions. Again, for simplicity and ease of interpretation, these alternatives were grouped into five categories. The table below shows the groupings.

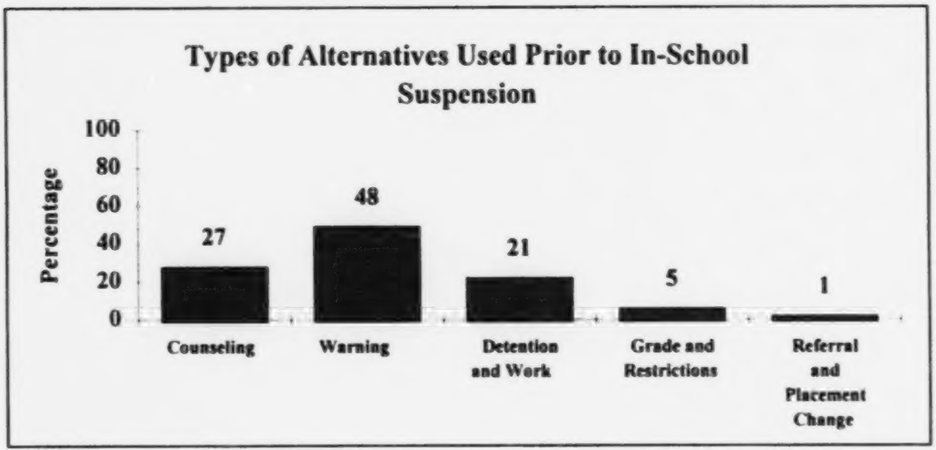
Table 15
GENERAL ALTERNATIVE CATEGORIES

GROUP	ALTERNATIVES	
Counseling	Counseling	
Warning/Reprimand	Demerit Documented Warning Letter of Apology	Letter to Parent Probation Reprimand
Referral/Placement Change	Change of Schedule Change of School Referral to Juvenile Justice System	Transfer to Alternative Program Transfer to Institution
Detention/Work:	Community Service/Work Detail Detention Physical Activity	
Grade/Restrictions	Loss of Parking/Driving Privileges Parent/Guardian Pickup	Privilege Restriction Suspended from Bus Privileges Unsatisfactory Behavior Grades

Charts 45 and 46 report the percentage of alternatives by category used prior to in- and out-of-school suspension. These data not only indicate that students who were suspended had a past history of misconduct, but that school personnel had tried to correct the students' behavior prior to suspension.

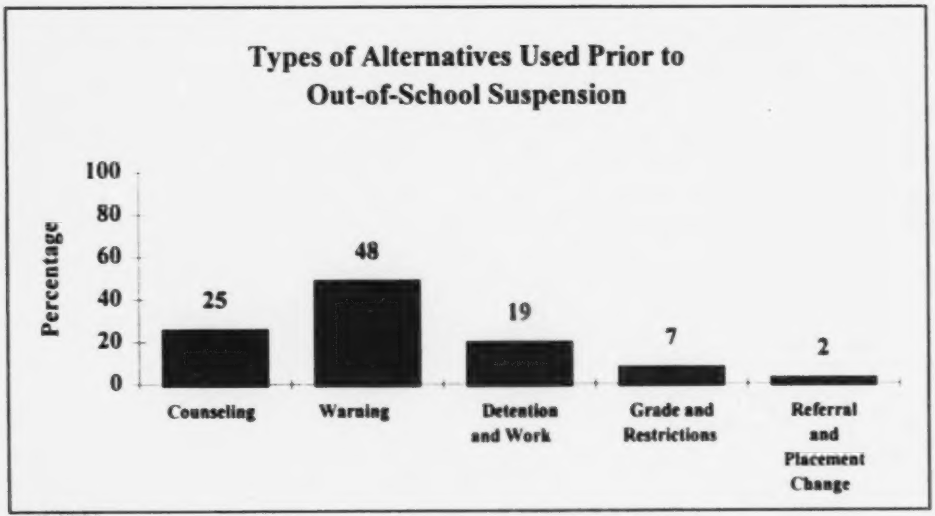
Chart 46 shows the categories of alternatives used with students who were subsequently suspended out of school. In 54% of the out-of-school suspensions, some intervention had been used prior to the suspension. It probably goes without saying that the interventions were not completely effective at modifying behavior or the students would not have been suspended again. The data illustrate that school officials did attempt interventions prior to formal disciplinary action in a large number of cases.

Chart 45



N=2,794

Chart 46



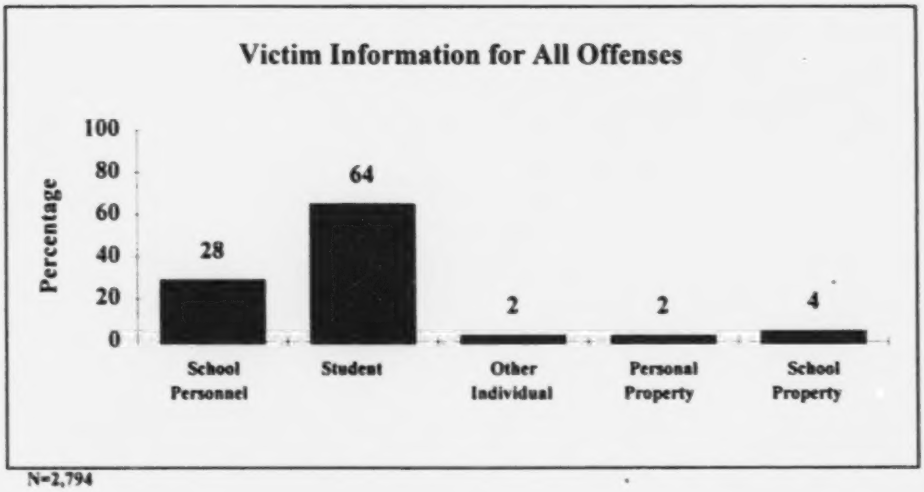
N=2,794

Who Are the Targets of Violence in School?

For the subset sample of 3,127 students, there were 10,259 offenses that resulted in some form of disciplinary action. Of those total offenses, 1,398 or 13.6% were reported as having victims.

Chart 47 illustrates that the vast majority (64%) of reported victims were students. School personnel were victims in 28% of offenses. However, reporting on victims was not uniform across all schools in 1992-93. For example, some schools did not report victims for offenses that did not involve physical force. Therefore, the percentages shown in Chart 47 only apply to offenses that were reported as having victims.

Chart 47



N=2,794

Examining Tables 16-17, note that the offenses for which school personnel were reported as victims generally involved verbal abuse. Only 7.5% of the total offenses involving school personnel involved battery. Offenses for which students were reported as victims almost always involved some form of physical violence. It is impossible to determine the effect of any tendency for school personnel not to act on verbal abuse among students.

Table 16
TOP FIVE OFFENSES FOR WHICH SCHOOL PERSONNEL WERE VICTIMS AND RESULTING DISCIPLINARY ACTION

OFFENSE		CP or ISS	OSS or EX
1. Disrespectful/Abusive	31.6	47	53
2. Insubordination	16.3	43	57
3. Disruptive Behavior	14.3	54	46
4. Assault/Threat	10.4	7	93
5. Battery	7.5	7	93

CP=Corporal Punishment; ISS=In-School Suspension; OSS=Out-of-School Suspension; EX=Expulsion

Table 17

TOP FIVE OFFENSES FOR WHICH STUDENTS WERE VICTIMS AND RESULTING DISCIPLINARY ACTION

OFFENSE		CP or ISS	OSS or EX
1. Fighting	41.6	47	53
2. Battery	15.3	43	57
3. Assault/Threat	8.7	54	46
4. Disrespectful/Abusive	8.4	7	93
5. Disruptive Behavior	4.1	7	93

CP=Corporal Punishment; ISS=In-School Suspension; OSS=Out-of-School Suspension; EX=Expulsion

The Relationship Between Suspension and Expulsion and Juvenile Delinquency or Crime

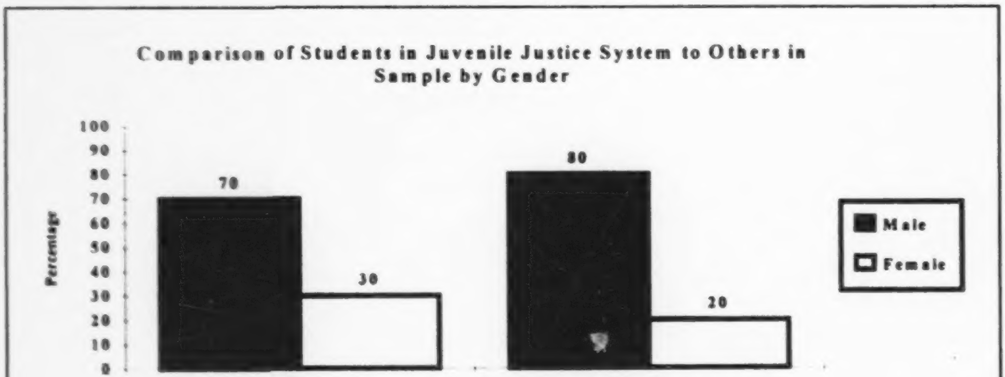
One important purpose of the study was to determine to what extent students who were disciplined in school were also involved in the juvenile justice system. Using discipline data, including dates of suspension and expulsion, the 3,127 students in the survey sample were matched with Department of Juvenile Justice (DJJ) records for 1992-93. The match yielded the following results.

To What Degree are Students Who are Disciplined in School also Involved in the Juvenile Justice System?

Of the 3,127 students in the survey sample, 336 were also found in the DJJ database; this represents 10.7% of the total survey sample. When this percentage is applied to the total number of students who received one of the four forms of disciplinary action in 1992-93 (330,717), we can expect that approximately 35,387 students who were disciplined in school were also involved in the juvenile justice system. DJJ reported that 83,027 youth were referred to the juvenile justice system in 1992-93. Based on these data, we know that approximately 43% were students who were having trouble in school during the same time period. The remaining 47,640 (57%) youth either were not in school or had not received one of the four forms of discipline during that year.

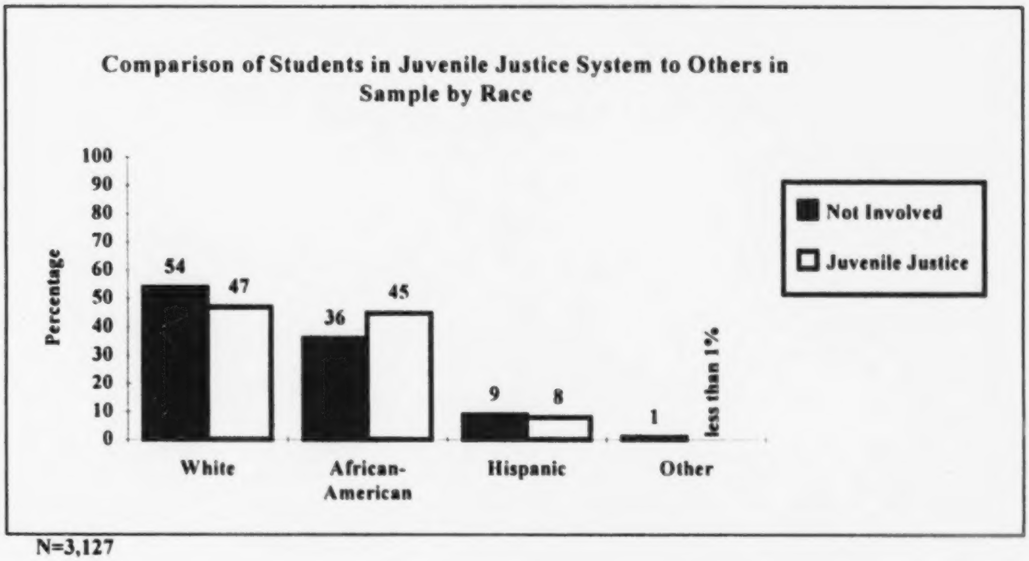
The following charts describe the population of students who were disciplined in school and involved in the juvenile justice system in 1992-93. These students are compared to students who were disciplined but were not involved in the juvenile justice system. Students who were involved in the juvenile justice system were composed of disproportionate percentages of males, African-Americans, and students in grades 9, 10, and 11.

Chart 48



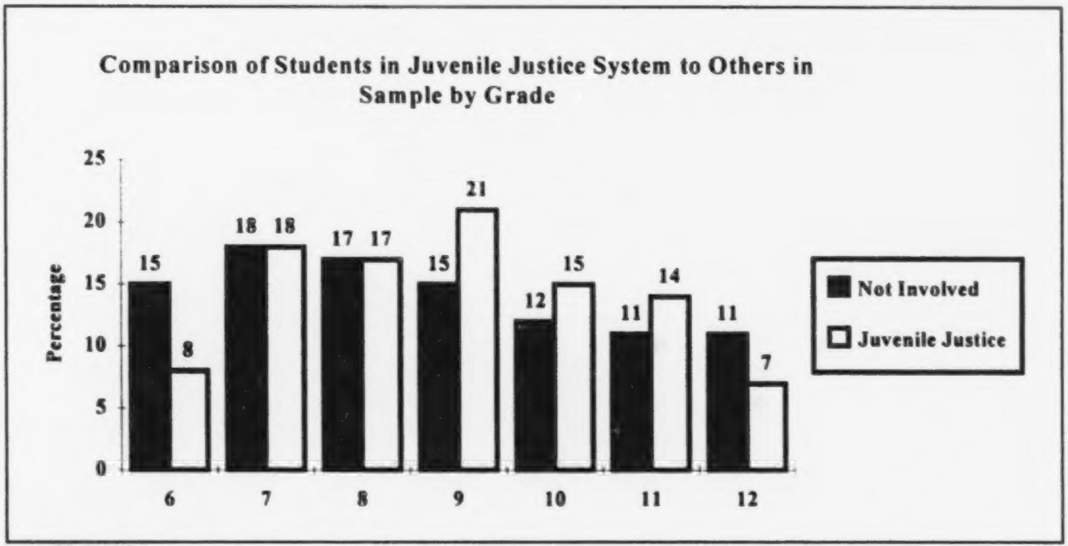
N=3,127

Chart 49



N=3,127

Chart 50



N=3,127

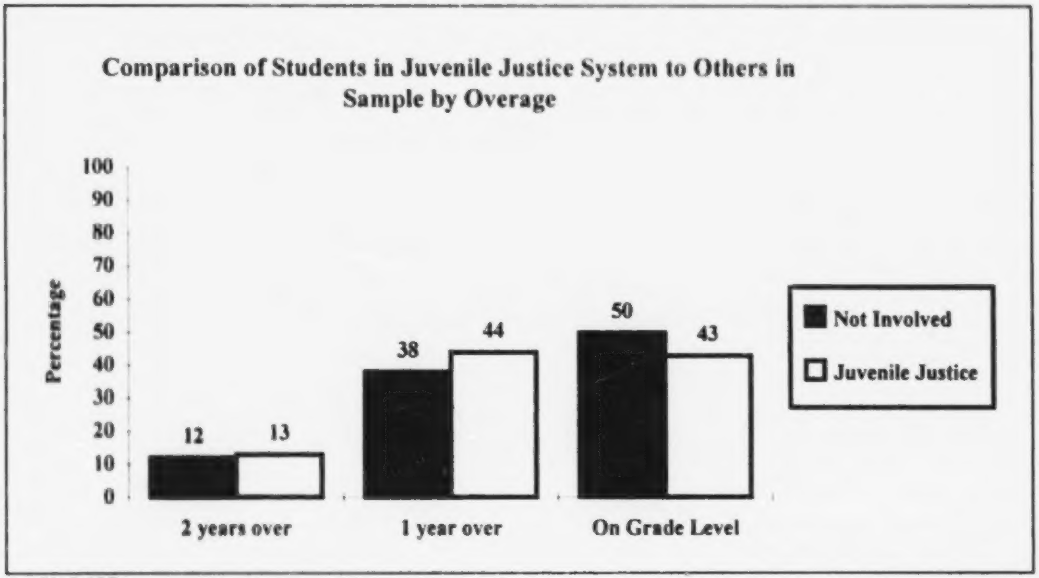
For the survey sample, about the same percentage of ESE students were involved in the juvenile justice system as were the students who were not involved in the juvenile system. LEP students were even less represented in this group than those not involved in juvenile justice. The percentage of Dropout Prevention students in the sample may be misleading due to the fact that students in juvenile justice facilities were provided educational services through the Dropout Prevention Program. A slightly larger percentage of students in the juvenile justice system were overage compared to those who were disciplined but not in the system.

Table 18
COMPARISON OF STUDENTS INVOLVED IN THE JUVENILE JUSTICE SYSTEM TO OTHERS IN SAMPLE BY EDUCATION PROGRAM PARTICIPATION

	JUVENILE JUSTICE		NOT INVOLVED	
	Yes	No	Yes	No
Dropout Prevention Programs	44%	56%	31%	69%
ESE	21%	79%	19%	81%
LEP	3%*	97%	4%*	96%

* includes former LEP N=3,127

Chart 51



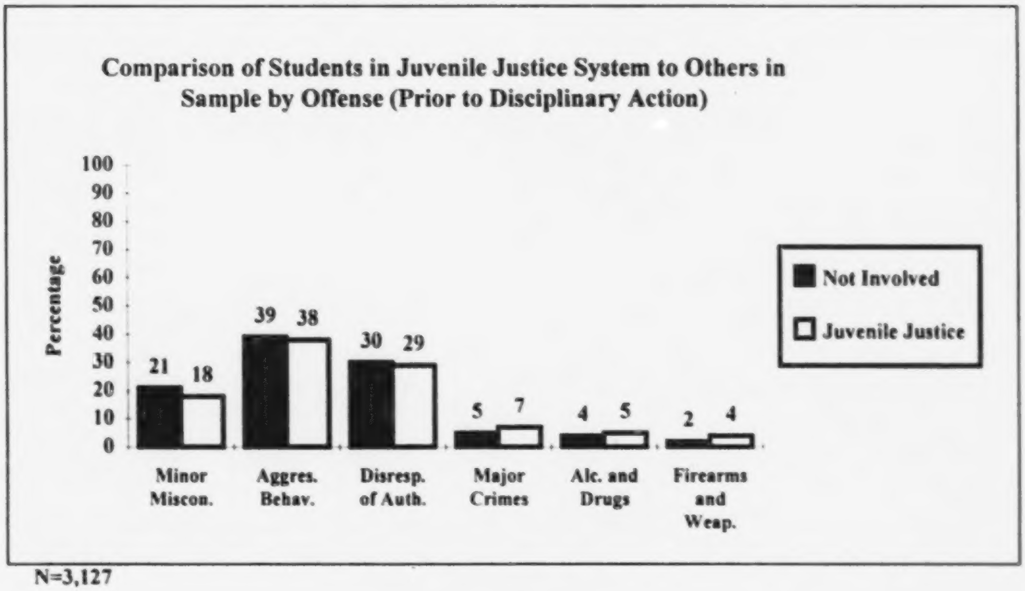
Comparison of Students in Juvenile Justice System to Others in Sample by Overage

N=3,127

What Disciplinary Action Did Students in the Juvenile Justice System Receive?

Generally, students in the juvenile justice system committed similar offenses to students who were not involved. An exception was the greater percentage of students committing more serious offenses such as firearms and weapons violations (twice as many) and criminal offenses (7% compared to 5%). One might expect a larger percentage of youth committing more serious offenses, some of which may have been the cause of involvement in the juvenile justice system.

Chart 52



Comparison of Students in Juvenile Justice System to Others in Sample by Offense (Prior to Disciplinary Action)

N=3,127

For What Crimes Were Students in the Match Arrested?

Of the top ten offenses for which students in the juvenile justice system were arrested, few involved violence (12.5%). Most offenses involved theft of some type. The largest percentage (13.5) were arrested for burglary. It is understandable that the most violent offenders (murderers and rapists) would be in the adult system and may not show up in the juvenile database. It is also likely that most of these youths are spending little time in school.

Table 19
TOP 10 REASONS FOR REFERRAL OF STUDENTS IN JUVENILE JUSTICE

REASON	PERCENTAGE
Burglary	13.5
Assault and/or Battery	8.0
Criminal Mischief	7.0
Retail Theft (shoplifting)	6.8
Petty Larceny	6.6
Grand Larceny	6.4
Other Felony	6.3
Auto Theft	5.1
Trespassing	5.1
Aggravated Assault	4.5

To What Extent were Students Arrested for Offenses that They May Have Committed While on Out-of-School Suspension?

Of the 336 students who were matched in the juvenile justice system, 94 students were arrested either during a suspension or within two weeks after the suspension. The two-week window was used because DJJ staff reported that students are often not picked up until a week or two after the incident. This assumption, while reasonable, may lead to some inaccuracy in the data.

Of the total number of students in the sample who were suspended out of school (1,747), 5.4% can be assumed to have been arrested for an offense that they may have committed while on suspension. Looking at the total number of students suspended for 1992-93 (157,991), the percentage of students arrested for crimes while on suspension (5.4%) would yield an estimate of 8,532 total students. Given the potential error rate of 5% and uncertainties on the number of crimes committed for which students are not arrested, it is difficult to answer the question: *How big is the problem?*

To What Extent were Students Arrested for Offenses Committed While Expelled from School?

Of the 336 students that were matched in the juvenile justice system, 61 students were arrested during the time the student was expelled from school. Of the total number of students in the sample who were expelled (327), 18.7% can be reasonably assumed to have been arrested for an offense that they may have committed while expelled. With calculating the total number of students expelled for 1992-93 (944), the number of students arrested for crimes while expelled (18.7%) would be an estimated 177 total students statewide. The same data accuracy issues apply to this sample as well.

Suspension and Expulsion Trends Among Schools

What are the Relationships Between Suspension Rates and Vital Signs Data?

The purpose of this section is to examine possible relationships between relatively low, medium and high suspension rate schools and their "Vital Signs" or critical indicators of academic progress, learning environment, and demographic features as contained in Florida School Reports.

Middle and high schools were examined separately. Schools that were among the lowest quartile in terms of the percent of students receiving out-of-school suspensions or expulsions were classified as Low incidence schools. Schools with suspension/expulsion rates within the middle two quartiles were classified as Medium incidence and those in the upper quartile were classified as High incidence. The following are the ranges within which low, medium and high suspension schools fell, based on data from the 1992-93 Florida School Reports:

Table 20

Middle and High School Suspension Rates

Suspension/ Expulsion Rates	(Number)	Middle Schools	(Number)	High Schools
Low	(102)	Zero to 9.9%	(77)	Zero to 7.3%
Medium	(199)	10.0% to 15.0%	(157)	7.6% to 17.2%
High	(102)	20.9% to 47.6%	(77)	17.4% to 53.6%

The following critical indicators or Vital Signs were included in the analysis of middle school suspension/expulsion rates:

- Percent Scoring Above National Median on District Norm-Referenced Reading Test (State median = 51%)
- Percent Scoring Above National Median on District Norm-Referenced Math Test (State median = 49%)
- Percent scoring "3" or Above on State Writing Test (Scale 0 to 6) (State median = 65%)
- Percent of Underage (<16 years) Dropouts (State median = .5%)

- Percent Promoted at the End of the School Year (State median = 97%)
- Attendance Rate (State median = 92%)
- Percent Receiving Free or Reduced Price Lunch (State median = 38%)
- Percent of Minority Students in the School (State median = 31%)
- Mobility Rate (State median = 32%)
- Percent of Students Classified as LEP (State Median = .8%)
- Percent of Students with Moderate or Severe Exceptionalities (State median = 1.1%)

High school suspension/expulsion rates were examined for relationships with the following Vital Signs:

- Percent of 12th Graders who Graduated in 1992-93 (State median = 90%)
- Percent Passing the Communications Section of the HSCT on Their First Attempt (11th Grade) (State median = 92%)
- Percent Passing the Mathematics Section of the HSCT on Their First Attempt (11th Grade) (State median = 79%)
- Percent of Students 16 Years or Older Who Dropped Out of School (State median = 4%)
- Attendance Rate (State median = 91%)
- Percent Receiving Free or Reduced Priced Lunch (State median = 23%)
- Percent of Minority Students in the School (State median = 29%)
- Mobility Rate (State median = 33%)
- Percent of Students Classified as LEP (State median = .8%)
- Percent of Students with Moderate or Severe Exceptionalities (State median = 1.1%)

The procedure used for examining relationships between suspension/expulsion rates (Low, Medium and High) and Vital Signs data was a non-parametric test of medians (Siegel, 1956; Norusis, 1992). All medians were calculated for schools (not students), excluding missing data.

Vital Signs data were categorized as being either greater than or less than (or equal to) the state median. If there were no relationships (independence) between suspension rates and Vital Signs data, then the number of schools above and below the state median for a particular indicator (e.g., attendance rate) would be about equal within each category of suspension/expulsion rate category (Low, Medium and High). To the extent that the actual number of schools above and below the state median is different than expected (about 50%/50%), the probability of a statistically significant relationship increases.

While statistical results of this analysis are expressed as chi-square values, the results were further evaluated by calculating effect sizes, which is a way of estimating practical significance. In this analysis, the extent of the relationship between suspension/expulsion rates and Vital Signs was determined using Cohen's protocol, wherein values of .05 through .09 are considered generally small effects (S), .10 through .19 are medium (M), and .20 and above are large (L). While effect sizes below .05 may be associated with statistically significant results, for practical purposes they are considered negligible (ng). Results that were not statistically significant (p > .01) are noted (ns).

To assist in the discussion of results, Vital Signs were grouped into three general categories: academic indicators, indicators of school learning environment, and demographic characteristics of students.

Table 21

ACADEMIC INDICATORS
State Medians by Suspension/Expulsion

Achievement	Low	Medium	High	Chi-Square	p	Effect	Size
--Middle Schools--							
Reading Test Scores	63%	50%	47%	31.4	<.001	.08	(S)
Math Test Scores	61%	48%	39%	51.5	<.001	.13	(M)
Writing Scores	73%	48%	56%	28.6	<.001	.07	(S)
--High School--							
HSCT Communicators	94%	92%	90%	7.8	.02		(ns)
HSCT Math	84%	80%	75%	14.1	<.001	.05	(S)
Graduation Rate	91%	90%	89%	.7	.71		(ns)

All of the Vital Signs associated with middle school achievement were significantly and negatively related to higher suspension rates. Reading, math and writing scores decreased as the suspension/expulsion rate increased. The strongest relationship was observed for math which had a medium effect size; reading and writing had small effect sizes.

Only one of the academic indicators for high schools (percent passing the HSCT math test) was found to be significantly related to suspension rates. The effect size was small and the relationship was negative in direction.

Table 22

LEARNING ENVIRONMENT INDICATORS
State Medians by Suspension/Expulsion

Achievement Indicator	Low	Medium	High	Chi-Square	p	Effect	Size
--Middle Schools--							
Underage Dropouts	.02%	.04%	1.0%	19.5	<.001	.05	(S)
Promotion Rate	98%	97%	95%	24.4	<.001	.06	(S)
Attendance Rate	94%	92%	91%	53.3	<.001	.13	(M)
--High School--							
Dropout Rate	3.3%	3.7%	4.5%	14.4	<.001	.05	(S)
Attendance Rate	92%	91%	90%	4.9	.08		(ns)

All learning environment indicators for middle schools were significantly related to suspension. Promotion and attendance were negatively related; whereas, the incidence of underage dropouts was positively related (i.e., increased suspensions, more students leaving school). Attendance had a medium effect size, the others were small.

For high schools, the dropout rate had a small effect size and was positively related. Attendance was not significantly related to suspension.

Table 23

DEMOGRAPHIC CHARACTERISTICS
State Medians by Suspension/Expulsion

Achievement Indicator	Low	Medium	High	Chi-Square	p	Effect Size
--Middle School--						
Free/Reduced Lunch	26%	37%	48%	26.9	<.001	.07 (S)
Percent Minority	26%	30%	39%	20.9	<.001	.07 (S)
Mobility Rate	23%	32%	39%	51.1	<.001	.13 (M)
Percent LEP	1.0%	1.9%	1.0%	2.5	.29	(ns)
Percent ESE	.5%	1.3%	1.6%	24.7	<.001	.06 (S)
--High School--						
Free/Reduced Lunch	18%	24%	27%	8.4	.02	(ns)
Percent Minority	28%	28%	30%	.5	.78	(ns)
Mobility Rate	26%	31%	37%	17.7	<.001	.06 (S)
Percent LEP	.3%	1.4%	.5%	6.1	.05	(ns)
Percent ESE	.6%	1.1%	1.5%	25.1	<.001	.08 (S)

Four of the five demographic features examined for middle schools were significantly related to suspension rate. As the proportion of students receiving out-of-school suspensions or expulsions went up, so did the percent of students receiving Free or Reduced Price Lunch, the percent minority, the mobility rate, and the percent of students with moderate or severe ESE classifications. Effect sizes were moderate for mobility rate and small for the other three. The percent of LEP students in a middle school was not significantly related.

Only two of the same demographic features examined for high schools proved to be significantly related to suspension rate. Both the percent of moderate/severe ESE students and the mobility rate had small effect sizes and a positive direction in the relationship.

What Referral Trends and Discipline Patterns are Found in Schools?

Site visits were made to 20 schools around the state in January 1995 to gather qualitative information and identify patterns across schools on discipline policies, practices, and alternatives. A report will be prepared for the 1995 Legislature after completion of analysis of data collected during the site visits. School selection, instrument development, and other aspects of planning for the visits are summarized in the following paragraphs.

School Selection

Twenty schools were selected from 19 school districts, including ten middle and ten high schools. Schools were selected based on where they fell in a matrix of two characteristics: poverty rate (based on rate of students eligible for Free or Reduced Price Lunch) and suspension rate. The matrix included the following categories: low, medium, and high poverty and low, medium, and high suspension rates. Separate computer-generated lists were made of middle and high schools with rates falling within the highest or lowest 20 percent in each category. These lists were used for school selection. Table 24 displays the number of schools falling within each matrix grouping.

Schools falling closest to the mean on dropout and truancy rates, minority population, and student mobility rates within each matrix grouping were selected for participation. One school was selected from each of eight of the groupings (for example, a school with low suspension and low poverty rate). Two middle and two high schools were selected from the ninth grouping, that of schools with high suspension and high poverty. Adjustments were made during selection for equitable geographic and urban/rural/suburban representation. In the initial selection, only one school was selected from any one district.

Table 24

SITE SELECTION MATRIX WITH NUMBER OF SCHOOLS MEETING SELECTION CRITERIA AND NUMBER OF SCHOOLS SELECTED

MIDDLE SCHOOLS: 10 schools

	LOW SUSPENSION		MEDIUM SUSPENSION		HIGH SUSPENSION	
	Total Number	Number Selected	Total Number	Number Selected	Total Number	Number Selected
LOW POVERTY	34	1	11	1	6	1
MEDIUM POVERTY	6	1	22	1	14	1
HIGH POVERTY	8	1	16	1	26	2

Table 24
(CONTINUED)

HIGH SCHOOLS: 10 schools

	LOW SUSPENSION		MEDIUM SUSPENSION		HIGH SUSPENSION	
	Total Number	Number Selected	Total Number	Number Selected	Total Number	Number Selected
LOW POVERTY	9	1	11	1	5	1
MEDIUM POVERTY	7	1	12	1	9	1
HIGH POVERTY	7	1	11	1	14	2

Superintendents were first informed of the site visit, and then letters were sent to school principals to notify them of their selection. Contacts were then made to make initial arrangements for visits and confirm availability for the study period.

Three schools selected were unable to accommodate a site visit during the designated study period and alternate schools were selected from the appropriate matrix grouping. Due to alternate selection, two schools in the sample were from one school district.

Instrument Development

Instruments were developed to collect information at the schools from a variety of members of the school community. Members of the School Discipline Study Task Force, DOE staff, and consultants from FSU were involved in instrument development, review, and field testing. The instruments were designed to answer six key questions, based on issues raised in the 1994 Juvenile Justice Reform Act. These key questions appear in Appendix G.

Survey instruments were developed for students, teachers, parents, and bus drivers. The parent and student surveys were translated into Spanish. Individual and focus group interviews were developed for the principal, assistant principals or deans overseeing discipline, guidance counselors and ESE coordinators, school resource officers, students and teachers. Samples of these instruments appear in Appendix G .

Site Team Selection

Members of the School Discipline Study Task Force, Dropout Prevention Regional Coordinators, and other DOE staff experienced with this type of data collection were selected as team members. Teams included two members, with one assigned as team leader to make final arrangements and schedule the visits.

Teams were trained in a one-day session on site visit goals, procedures, and survey and interview instruments.

Site Visit Schedule

Two-day site visits were conducted during the first three weeks in January 1995. All surveys were distributed during the first day of the visit. Students in ten English classes were selected to take the survey and were also provided a parent survey to take home and return the following day. English classes from all grade and ability levels were surveyed along with either a dropout prevention class or an English class for speakers of another language. All teachers received a survey in their mailbox. Bus drivers for the school also received a survey. Parent, teacher, and bus driver surveys were collected on the second day.

Interviews and focus groups were scheduled over the two days as time permitted. Three focus groups were carried out with four to six students in each group, including those with low, average, and high discipline referrals. Three focus groups were also carried out with groups of four to six teachers, including those with low, average, and high referrals to the office.

A summary of site visit activities and a sample site visit schedule appear in Appendix G.

School Discipline Data

Discipline referral data for each school for the 1993-94 school year were collected for later analysis, along with data collected for 1993-94 Florida School Report and any available data on arrests in 1993-94.

District and School Discipline and Related Policies

Policies were collected at sites for later review, including:

- School Written Discipline Policy,
- Student Code of Conduct,
- Employee Code of Conduct, and
- School Improvement Plan.

Legislative Report

Data and documents collected from the site visits will be coded and analyzed. A report will be compiled for the 1995 Legislature.

Current Level of and Need for Additional Alternatives for Disruptive and Aggressive Students

One issue in the 1994 Juvenile Justice Reform Act related to the current level of and need for additional alternatives for disruptive and aggressive students. Decisions regarding the adequacy of current alternatives or need for additional alternatives must be based on timely and accurate data. The *1993-94 Report for Incidents of Crime and Violence* provides the most recent statewide data on school violence and crime. This report results from action taken by the State Board of Education in June of 1993 to require the uniform reporting of school violence, crime, and safety data.

Collection of school crime and violence information was included as a Key Data Element for Goal Five (School Safety and Environment) of *Blueprint 2000*. This data element requires reporting of school incidents of violence, weapons, vandalism, substance abuse, and harassment at the school, district, and state levels beginning in 1993-94. Table 25 includes a statewide summary of the *1993-94 Report for Incidents of Crime and Violence*. Data from all 67 school districts are included in the statewide totals.

While the 1993-94 statewide summary is included in the school discipline study report as one indicator to help determine the need for alternative programs, caution should be exercised in using the data for comparison across districts. Statewide data collection on school crime and violence incidents is new and districts are revising their systems to include consistent definitions and categories. The first year of automated data collection will be in the 1995-96 school year.

Table 25

FLORIDA DEPARTMENT OF EDUCATION REPORT FOR INCIDENTS OF CRIME AND VIOLENCE
1993-94 SCHOOL YEAR STATE TOTALS

TYPE OF INCIDENT	TOTAL INCIDENTS	REPORTED TO POLICE	GANG RELATED	ALCOHOL/ DRUG RELATED	FIREARMS INVOLVED	OTHER WEAPONS INVOLVED
ALCOHOL	3,842	489	1	0	1	11
ARSON	332	168	0	1	0	1
ASSAULT	13,641	2,419	52	6	10	87
BATTERY	23,045	4,684	51	3	2	56
BREAKING & ENTERING/ BURGLARY	3,552	2,990	8	1	1	0
DISORDERLY CONDUCT	125,216	1,059	33	23	0	7
FIGHTING	75,475	2,315	79	5	1	36
FIREARM INCIDENT/ POSSESSION	706	410	2	2	0	7
HOMICIDE	4	4	0	0	0	0
LARCENY/THEFT	12,888	5,100	52	0	1	3
MALICIOUS HARASSMENT/ HATE CRIMES	383	105	40	0	0	1
MOTOR VEHICLE THEFT	460	408	2	1	0	2
NARCOTICS EXCLUDING ALCOHOL	3,972	2,526	55	0	3	4
OTHER WEAPONS POSSESSION	5,812	1,667	11	1	15	0
ROBBERY	569	434	3	2	6	3
SEXUAL BATTERY	351	131	0	0	0	0
SEXUAL HARASSMENT	1,802	205	0	0	0	0
SEX OFFENSES	2,591	484	0	1	0	1
TRESPASSING	2,243	1,649	29	11	3	5
VANDALISM	10,732	4,146	69	2	2	3
OTHER MAJOR CRIME/VIOLENCE	1,876	1,378	1	0	0	1
STATE TOTALS	**289,492**	**32,771**	**488**	**59**	**45**	**228**

What Alternative Programs are Currently Provided for Disruptive and Aggressive Students?

Florida currently funds Dropout Prevention Programs as the major source of alternative placement programs for disruptive and aggressive students. The Dropout Prevention Act of 1986, Section 230.2316, Florida Statutes, was enacted to authorize and encourage district school boards to establish comprehensive Dropout Prevention Programs. These programs are designed to meet the needs of students who are not effectively served by traditional education programs in the public school system. The Dropout Prevention Act established five programmatic categories which include prevention and intervention strategies.

1. ***Educational Alternative Programs*** are designed for students who are unmotivated or unsuccessful in the traditional school setting. Students are identified as potential dropouts based on criteria such as retained in grade, high absenteeism, failing grades, or low achievement test scores.

2. ***Teenage Parent (TAP) Programs*** are designed for students who are pregnant or are parents. The programs offer regular academic classes so that students can continue their educational program. They also offer classes in child care, child growth and development, nutrition and parenting skills. The program provides auxiliary services designed to meet the special needs of pregnant and parenting students. These services include health care, social services, child care, and transportation.

3. ***Substance Abuse Programs*** are designed to meet the special needs of students who have personal or family drug or alcohol related programs that adversely affect students' performance in school. Students may be in residential, day treatment or school-based substance abuse programs. These programs offer educational services while students receive substance abuse treatment or counseling.

4. ***Disciplinary Programs*** are designed to provide intervention for students who are disruptive in the regular school environment. These programs offer positive intervention for such students and positive alternatives to out-of-school suspension and expulsion.

5. ***Youth Service Programs*** are designed for students who are placed in Department of Health and Rehabilitative Services or Department of Juvenile Justice facilities. Educational services are provided to adjudicated students served in Short-Term Offender Program (STOP) Camps, half-way houses, detention centers, or Marine Institutes. Students who have been abandoned or neglected may also continue their education while in special centers.

Of the five Dropout Prevention Programs, the Educational Alternatives and Disciplinary Programs are specifically designed to serve unsuccessful and unmotivated students whose needs are not being met in the traditional educational program.

Schools are currently implementing a variety of Dropout Prevention Programs based on the needs of students. These programs may be school-based or located on an alternative campus. Schools develop these programs based on specific student needs and may include, but are not limited to, strategies listed below.

STRATEGIES USED IN DROPOUT PREVENTION PROGRAMS

- Computer-Assisted Instruction
- Tutoring
- Conflict Resolution
- Behavior Specialists
- Community Service/FSS
- Assessment of Family
- Assessment of Educational Need
- Parent Involvement
- Intensive Behavior Modification
- Experimental Learning
- Mentoring
- Behavior contracts
- Stress Management
- Vocational
- Work Back
- Group Dynamics
- Interpersonal Skills
- Employability Skills
- Violence Prevention
- Conflict Resolution
- Career Counseling
- Crisis Intervention
- Transitioning
- Problem Solving
- Telecommunications
- Competency-Based Education
- GED Exit Option
- Affective Education
- Cooperative Learning
- Interdisciplinary Curriculum

Dropout Prevention Programs may also be operated in collaboration with other agencies such as those listed below.

EXAMPLES OF COLLABORATIVE AGENCIES FOR DROPOUT PREVENTION PROGRAMS

- Private Industry Council
- Juvenile Justice Department (JJ Council)
- Community College (PCJ)
- 100 Black Men of Pensacola
- Serious Habitual Offender
- Comprehensive Action Program (SHOCAP)
- Drug Abuse Community Counseling Organization
- Southwest Florida Addiction and Social Services
- Whiting Field Naval Air Station
- Sheriff's Department
- Piper Aircraft
- Salvation Army
- YMCA
- Children's Services Board
- HRS
- Mental Health & Substance Abuse Agencies

Educational Alternative Programs

Educational Alternative Programs provide prevention strategies for students at risk of dropping out of school. These programs may provide intensive, full time intervention or part time academic assistance and student support. As outlined in the Dropout Prevention Act, students are eligible if they:

- Show a lack of motivation in school through grades which are not commensurate with their documented ability level or high absenteeism;

- Have not been successful in school as determined by retention, failing grades, or low achievement test scores and have needs and interests that cannot be sent through traditional programs; and

- Have been identified as a potential school dropout by student services personnel using district or state criteria.

Table 26 shows the district and student participation in Educational Alternative Programs for a three-year period beginning in 1990-91.

Table 26
DISTRICT AND STUDENT PARTICIPATION IN DROPOUT PREVENTION EDUCATIONAL ALTERNATIVE PROGRAMS

YEAR	NUMBER OF DISTRICTS REPORTING STUDENTS	NUMBER OF STUDENTS
90-91	64	65,859
91-92	64	82,235
92-93	66	104,253

In 1992-93, Educational Alternative Programs were implemented in 66 school districts. These districts served 104,253 students in grades 4-12. The annual Report of Program Effectiveness for 1992-93 school reported that by the end of the school year, of the 104,253 students served in an educational alternative program:

- 91% of the students remained in school,
- 89% of the students were promoted to next grade,
- 68% of the students graduated, and
- 83% or 68,311 of the 82,235 students served in 91-92 remained in school or graduated by the end of 1993.

Disciplinary Programs

Disciplinary Programs may serve as an alternative to out-of-school suspension or expulsion and include counseling, crisis intervention, or truancy intake. The programs offer alternative strategies to enable students to continue their educational program, opportunities for students to learn and develop appropriate behaviors, and counseling and support services to help students acquire attitudes and skills which lead to success in school and in life. The short-term in-school suspension programs vary in length from one to ten days while the long-term program may be four weeks or the remainder of the school year. As outlined in the Dropout Prevention Act, specific student eligibility for the Disciplinary Program Category includes students who:

- Have a history of disruptive behavior or have committed and offense which warrants suspension or expulsion according to district code of student conduct. Disruptive behavior is defined as behavior which: (a) Interferes with students' own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or (b) Severely threatens the general welfare of students or others with whom students comes into contact;

- Have been charged with a felony committed in the community; or

- Are transitioning from youth services program.

Table 27 shows the district and student participation in Disciplinary Programs for a three-year period beginning in 1990-91.

Table 27
DISTRICT AND STUDENT PARTICIPATION IN DROPOUT PREVENTION DISCIPLINARY PROGRAMS

YEAR	NUMBER OF DISTRICTS REPORTING STUDENTS	NUMBER OF STUDENTS
90-91	34	13,437
91-92	41	50,850
92-93	45	55,834

In 1992-93, 50 school districts implemented long-term Disciplinary Program, and 27 districts provided in-school suspension programs. These districts served 55,834 students in grades 4-12. The Annual report of Program Effectiveness for 1992-93 School year reported that by the end of the school year, of the 55,834 students served in a disciplinary program:

- 91% of the students remained in school,
- 83% of the students were promoted to the next grade,
- 87% of the students reduced suspensions after program participation,
- 68% of the students graduated, and
- 80% or 40,693 of the 50,850 students served in 91-92 remained in school or graduated by the end of 1993.

What is the Fiscal Impact of Providing Educational Services to Suspended and Expelled Students?

The purpose of this section is to estimate the fiscal impact of adopting a state policy that would require school districts to provide educational services to all students who were suspended out of school. To obtain this estimate, it was necessary to calculate an estimated FTE for students to cover the time period they were suspended out of school. This calculation requires an estimate of the number of days a student might be suspended and the number of incidents of suspension per student. These numbers were generated from the data collected from the survey involving the subset student sample. As stated previously, the stringent subset sampling design used in the study makes it possible for generalizations to be made about all students in grades 6-12 who were suspended out of school. The mean duration for out-of-school suspension for the subset sample was 3.925 days. The mean incidents per student was 2.29.

These numbers were applied to the total number of students suspended out of school (183,197 for the 1992-93 school year). The number of out-of-school suspensions used in this calculation differs from that reported earlier in the report since it reflects 1993-94 statewide disciplinary data and also includes students in grades K-5. The FTE calculation is as follows:

EXPLANATION	CALCULATION
Mean days duration of out-of-school suspension (sample subset) multiplied by	3.925 X
Mean number of incidents per student suspended out of school (sample subset) multiplied by	2.29 X
Number of students suspended out of school in 1992-93 (Florida School Report--total population)	183,197 /
Divided by 180 days	180
FTE	**9,147.8913**

Before costs were applied to these FTE, an assumption was made that these students were counted in the October and February Counts, thus generating FEFP revenue. Although these students would be out of school, it was assumed that most of the FEFP revenue they generated would follow them, thus providing instructional services. However, some of these students were in programs with cost factors lower than the Dropout Prevention cost factor. Therefore, some additional revenue would be required to provide the FEFP-generated services for these students when placed in out-of-school programs.

The subset student sample drawn for the study was used to estimate program membership for these students. Of the 1747 cases of out-of-school suspension, 911 involved students in Dropout Prevention, ESOL, or ESE programs. This represents approximately 52% of the subset student sample. The other 48%, then, were in either Basic or Vocational programs. Using current year cost factors (1994-95), the average of Basic and Vocational program cost factors (excluding mainstream) is 1.261. The calculated difference between this average cost factor and the Dropout Prevention cost factor is .310. Therefore, to estimate the additional FEFP type dollars needed to provide these out-of-school services, the following calculation was made.

EXPLANATION	CALCULATION
Divide the total number of out-of-school suspended (OSS) students in ESE, DOP, and ESOL programs by the total number of OSS students (subset sample)	911/1747 = .5215 or 52% (This means 48% of the subset student sample were in Basic or Vocational Programs)
Multiply 48% by the calculated FTE students suspended out-of-school in Florida (Florida School Report 1992-93)	.48 x 9,147.8913 = 4,390.9878
Add the Basic and Vocational Program Cost Factors (excluding Mainstream) and divide by the number of programs to obtain the average cost factor	1.029+1.000+1.210+1.676+1.250+1.140+1.231+ 1.345+1.020+1.254+1.758+1.222= 15.135 15.135/12=1.261
Subtract this average cost factor from the dropout prevention cost factor to obtain the difference	1.571 - 1.261 = .310
Multiply this calculated cost factor (difference) by the number of OSS students in Basic and Vocational programs to obtain additional weighted FTE	.310 x 4,390.9878 = 1,361.2062
Multiply the additional weighted FTE by the Base Student Allocation (1994-95)	1,361.2062 x 2,558.17 =$3,482,197

Additional Revenue Beyond FEFP to Provide Quality Educational Services to Out-of-School Suspended Students

To gain a better understanding of the additional educational services and the related costs of providing services to out-of-school suspended students, 10-12 districts were asked to provide input. This information was to be provided with input from district staff in the areas of Dropout Prevention, finance, transportation, and facilities. Following are the brief descriptions of services and estimated costs for each provided by these districts.

- **Additional Facilities Costs**--The average cost for a portable classroom is $30,000.

- **Additional Transportation Costs**--The average transportation costs per FTE is estimated to be $480. These students will most likely be transported to an alternative facility to receive services.

- **Additional Personnel Costs**--The average cost for one instructional or security aide is $20,000. A Behavioral Specialists would require approximately $45,000. (Specialists in the field believed additional counseling services were absolutely necessary for this population.)

One of the major factors in determining the revenue required to provide these services to all students suspended out of school is class size. On the basis of input from these specialists, a class size of 15 FTE was used to generate the following cost estimate.

EXPLANATION	CALCULATION	COST
Facilities--(Calculated OSS FTE divided by the class size) multiplied by the statewide average cost of a portable	Facilities Costs = (9,147.8913 / 15) x 30,000 (610) x 30,000	$18,300,000
Transportation--Average transportation cost per FTE multiplied by calculated OSS FTE	Transportation = 480 x 9147.8913	4,390,988
Other Support Personnel Services Instructional or Security Aide or Behavioral Specialist--(Calculated OSS FTE divided by the class size) multiplied by the average cost of an instructional aide	Instructional or Security Aide = (9147.8913 /15) x 20,000 (610) x 20,000	12,200,000
TOTAL COSTS TO PROVIDE ALL OF THE ABOVE SERVICES		**$34,890,988 or 3,814 Per FTE**

Combining the calculated costs in the above two charts, the total estimate for providing quality educational services for students suspended out of school is $38,373,185.

Estimated Costs to Provide Quality Educational Services to Students Expelled from School

The purpose of this section is to estimate the fiscal impact of adopting a state policy that would require school districts to provide educational services to all students who were expelled from school. During the 1993-94 school year 668 students were expelled from school. Students could be expelled any time during the year and for varying durations. The assumption cannot be made that these students generated FEFP funding for the entire year. For the purpose of this cost estimate, each of these students will be the equivalent of .5 FTE. This assumes that students expelled early or late in the year will average out to approximately one-half year. Therefore, 334 FTE will be used for the following calculations.

EXPLANATION	CALCULATION
The number of FTE is multiplied by the Dropout Prevention cost factor (1994-95)	334 x 1.571 = 524.714
Weighted FTE x Base Student Allocation (1994-95)	524.714 x 2,558.17 = $1,342,308

One of the major factors in estimating the cost of the out-of-school services is class size. As was done in the section dealing with out-of-school suspensions, a class size of 15 FTE was used to calculate similar costs for providing services to expelled students.

EXPLANATION	CALCULATION	COST
Facilities--(Estimated FTE expelled divided by the class size) multiplied by the statewide average cost of a portable	Facilities Costs = (334 / 15) x 30,000 (22.27) x 30,000	$668,100
Transportation--Average transportation cost per FTE multiplied by estimated FTE expelled	Transportation = 480 x 334	160,320
Other Support Personnel Services Instructional or Security Aide or Behavioral Specialist--(Estimated FTE expelled divided by the class size) multiplied by the average cost of an instructional aide	Other support personnel costs = (334 / 15) x 20,000 (22.27) x 20,000	445,400
TOTAL COSTS FOR ABOVE SERVICES		$1,273,820

Total estimated costs to provide quality educational services to expelled students is $2,616,128.

Recommendations

Improving school safety and maintaining school discipline while continuing to provide quality education services to all students is a complex problem. The ultimate responsibility for safe, high quality schools rests with those closest to the students. However, the state has a role to play in providing leadership, resources, assistance, and the latitude schools need to be effective. With this in mind, and on the basis of the information compiled to date, the DOE makes the following recommendations.

1. **The Legislature should not prohibit schools from suspending or expelling students because there is insufficient evidence that such action will significantly reduce juvenile crime. Moreover, adoption of such a policy would restrict options of local schools to maintain a safe environment and could send a profound message to students that schools must tolerate any form of behavior.**

2. **The Legislature should provide incentives that encourage school districts to reduce out-of-school suspensions and expulsions and increase alternative placements.**

3. **The Legislature should fund a continuum of alternatives to keep disruptive and violent students in some type of quality educational program with appropriate security and other services to help them become successful.**

4. **The Legislature should provide more flexibility in any new Safe Schools appropriation to allow school districts to fund alternatives to out-of-school suspension and expulsion.**

5. **The Florida Department of Juvenile Justice and the Department of Education should enter into a cooperative agreement implementing legislation that would help guarantee every student an educational option to suspension or expulsion.**

6. **Local school districts should develop cooperative agreements with local law enforcement and juvenile justice to share information on students who are involved in juvenile justice or who have repeated suspensions so that they may be better monitored and served.**

7. **School districts and schools should take steps to eliminate any inequitable treatment of students in assigning consequences for misconduct in schools.**

8. **School districts and school advisory councils should use methods of this study to identify problems with discipline policies and practices and ensure that identified problems are addressed.**

9. **Schools should use appropriate alternatives that are effective in changing behavior of students engaging in minor misconduct and reserve removal from the regular school for more serious offenses.**

10. **School advisory councils should assess needs and implement comprehensive plans to reduce the high rate of violence and crime currently reported in Florida's schools.**

Appendix A

1994 Juvenile Justice Reform Act
Florida School Discipline Study Requirements

Section 147. (1) The Commissioner of Education shall study and make recommendations concerning the following issues related to school discipline:

(a) The use of in-school and out-of-school suspension and expulsion in schools; identifying offenses; number and duration of suspensions; the race, gender, grade, and other characteristics of students suspended; and the impact on students' academic progress.

(b) Teacher referral trends for discipline offenses and alternatives available to teachers.

(c) The relationship between out-of-school suspension and expulsion and juvenile delinquency and crime.

(d) A longitudinal study of students affected by out-of-school suspension to track their progression through the school system and juvenile justice system, in cooperation with the Department of Juvenile Justice, the Department of Health and Rehabilitative Services, and the Department of Law Enforcement.

(e) The current level and need for additional alternatives for placement of disruptive and violent students in the school system and their relationship to the juvenile justice system.

The Commissioner of Education shall submit a report of the findings and recommendations to the Governor and Cabinet, the President of the Senate, the Speaker of the House of Representatives, and the minority leaders of the Senate and the House of Representatives by December 31, 1994, with an interim report due by October 1, 1994.

(2) This section shall take effect upon this act becoming a law.

Appendix B

1992-1993 School Discipline Data
by District

Note: These data reflect updates to Survey 5 by districts subsequent to drawing the Florida School Discipline Study sample.

1992-93 DISCIPLINE DATA

As of 01/17/95									
	1992-93	Corporal		In-School		Out-of -School			
	Membership	Punishment	%	Suspensions	%	Suspensions	%	Expulsions	%
DISTRICT									
ALACHUA	27,864	0	0.00%	1,969	7.07%	2,433	8.73%	29	0.10%
BAKER	4,465	99	2.22%	419	9.38%	477	10.68%	4	0.09%
BAY	23,230	292	1.26%	484	2.08%	1,565	6.74%	2	0.01%
BRADFORD	4,088	378	9.25%	746	18.25%	454	11.11%	7	0.17%
BREVARD	61,048	0	0.00%	3,360	5.50%	6,063	9.93%	80	0.13%
BROWARD	177,783	0	0.00%	14,584	8.20%	10,388	5.84%	0	0.00%
CALHOUN	2,236	215	9.62%	194	8.68%	71	3.18%	1	0.04%
CHARLOTTE	14,110	0	0.00%	770	5.46%	1,170	8.29%	0	0.00%
CITRUS	12,609	49	0.39%	1,933	15.33%	1,053	8.35%	1	0.01%
CLAY	22,765	495	2.17%	3,928	17.25%	1,491	6.55%	19	0.08%
COLLIER	22,796	0	0.00%	4,632	20.32%	2,503	10.98%	13	0.06%
COLUMBIA	8,522	923	10.83%	1,024	12.02%	834	9.79%	0	0.00%
DADE	303,480	0	0.00%	28,373	9.35%	20,694	6.82%	0	0.00%
DE SOTO	4,138	177	4.28%	658	15.90%	349	8.43%	0	0.00%
DIXIE	2,067	188	9.10%	611	29.56%	276	13.35%	2	0.10%
DUVAL	117,670	1,704	1.45%	6,684	5.68%	16,360	13.90%	0	0.00%
ESCAMBIA	44,289	983	2.22%	3,000	6.77%	5,066	11.44%	43	0.10%
FLAGLER	4,385	4	0.09%	750	17.10%	501	11.43%	0	0.00%
FRANKLIN	1,692	249	14.72%	268	15.84%	190	11.23%	0	0.00%
GADSDEN	8,427	1,792	21.26%	1,354	16.07%	934	11.08%	64	0.76%
GILCHRIST	2,096	429	20.47%	478	22.81%	183	8.73%	0	0.00%
GLADES	925	139	15.03%	60	6.49%	0	0.00%	0	0.00%
GULF	2,179	248	11.38%	435	19.96%	152	6.98%	2	0.09%
HAMILTON	2,309	190	8.23%	488	21.13%	290	12.56%	6	0.26%
HARDEE	4,501	441	9.80%	363	8.06%	222	4.93%	0	0.00%
HENDRY	6,271	646	10.30%	616	9.82%	692	11.03%	11	0.18%
HERNANDO	13,857	0	0.00%	2,880	20.78%	1,236	8.92%	2	0.01%
HIGHLANDS	9,782	48	0.49%	1,890	19.32%	1,312	13.41%	18	0.18%
HILLSBOROUGH	132,210	51	0.04%	1,483	1.12%	15,410	11.66%	9	0.01%
HOLMES	3,558	530	14.90%	25	0.70%	91	2.56%	0	0.00%
INDIAN RIVER	12,099	75	0.62%	2,051	16.95%	1,603	13.25%	25	0.21%
JACKSON	7,968	1,539	19.31%	625	7.84%	722	9.06%	1	0.01%
JEFFERSON	2,078	62	2.98%	193	9.29%	442	21.27%	2	0.10%
LAFAYETTE	1,049	91	8.67%	213	20.31%	61	5.82%	0	0.00%
LAKE	22,200	109	0.49%	1,559	7.02%	2,186	9.85%	37	0.17%
LEE	46,078	245	0.53%	6,357	13.80%	4,608	10.00%	17	0.04%
LEON	29,207	0	0.00%	3,125	10.70%	1,797	6.15%	5	0.02%
LEVY	5,148	637	12.37%	1,125	21.85%	418	8.12%	1	0.02%
LIBERTY	1,170	149	12.74%	70	5.98%	40	3.42%	2	0.17%
MADISON	3,367	256	7.60%	603	17.91%	226	6.71%	1	0.03%

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As of 01/17/95									
	1992-93	Corporal		In-School		Out-of -School			
	Membership	Punishment	%	Suspensions	%	Suspensions	%	Expulsions	%
MANATEE	28,532	0	0.00%	2,507	8.79%	2,806	9.83%	16	0.06%
MARION	31,506	533	1.69%	2,939	9.33%	4,049	12.85%	12	0.04%
MARTIN	12,560	0	0.00%	1,239	9.86%	1,541	12.27%	1	0.01%
MONROE	9,037	0	0.00%	50	0.55%	120	1.33%	0	0.00%
NASSAU	8,887	331	3.72%	165	1.86%	1,175	13.22%	7	0.08%
OKALOOSA	28,177	1,055	3.74%	1,700	6.03%	2,087	7.41%	6	0.02%
OKEECHOBEE	6,120	44	0.72%	369	6.03%	792	12.94%	9	0.15%
ORANGE	110,196	151	0.14%	9,752	8.85%	10,030	9.10%	134	0.12%
OSCEOLA	21,832	231	1.06%	3,774	17.29%	2,680	12.28%	25	0.11%
PALM BEACH	116,458	0	0.00%	7,838	6.73%	7,678	6.59%	8	0.01%
PASCO	36,522	0	0.00%	5,740	15.72%	2,787	7.63%	23	0.06%
PINELLAS	98,051	0	0.00%	16,058	16.38%	11,713	11.95%	124	0.13%
POLK	67,721	162	0.24%	0	0.00%	6,448	9.52%	54	0.08%
PUTNAM	12,614	992	7.86%	1,645	13.04%	1,224	9.70%	15	0.12%
ST. JOHNS	13,336	55	0.41%	1,455	10.91%	1,327	9.95%	8	0.06%
ST. LUCIE	23,827	0	0.00%	1,902	7.98%	3,691	15.49%	0	0.00%
SANTA ROSA	17,364	809	4.66%	761	4.38%	912	5.25%	7	0.04%
SARASOTA	29,308	0	0.00%	2,298	7.84%	1,979	6.75%	11	0.04%
SEMINOLE	51,582	34	0.07%	3,389	6.57%	2,660	5.16%	18	0.03%
SUMTER	5,326	38	0.71%	1,364	25.61%	551	10.35%	17	0.32%
SUWANNEE	5,608	262	4.67%	802	14.30%	572	10.20%	4	0.07%
TAYLOR	3,571	79	2.21%	638	17.87%	545	15.26%	5	0.14%
UNION	1,985	233	11.74%	407	20.50%	135	6.80%	2	0.10%
VOLUSIA	52,579	1	0.00%	4,396	8.36%	5,173	9.84%	35	0.07%
WAKULLA	3,650	166	4.55%	598	16.38%	179	4.90%	4	0.11%
WALTON	4,801	1,175	24.47%	391	8.14%	289	6.02%	4	0.08%
WASHINGTON	3,109	531	17.08%	417	13.41%	99	3.18%	0	0.00%
TOTAL	1,979,975	20,315	1.03%	172,974	8.74%	177,805	8.98%	953	0.05%

Appendix C

Florida School Discipline Study
Required Data Elements

STUDENT DISCIPLINE STUDY
REQUIRED DATA ELEMENTS

DATA ELEMENT	FORMAT	NUMBER
Birth Date	Student Demographic	104025
Certificate of Completion, Type	Student End of Year Status	108125
Country of National Origin	Student Demographic	108800
Days Absent, Annual	Student Attendance	112025
Diploma Type	Student End of Year Status	114025
Disciplinary/Referral Action Code	Student Discipline/Referral Action	114425
District Number, Current Enrollment	Student Demographic	115225
Dropout Prevention Length of Program Participation	Dropout Prevention Program Evaluation	115662
Dropout Prevention Outcomes	Dropout Prevention Program Evaluation	115664
Dropout Prevention Placement Reasons	Dropout Prevention Program Evaluation	115666
Dropout Prevention Program Enrollment Date	Dropout Prevention Program Evaluation	115675
Dropout Prevention Program Withdrawal Date	Dropout Prevention Program Evaluation	115685
Federal/State Project, Area and Model	Federal/State Compensatory Project Evaluation	120425
Grade Level	Student Demographic	124025
Grade Point Average State, Cumulative	Student End of the Year Status	125625
Grade Promotion Status	Student End of the Year Status	126425
Limited English Proficiency	Student Demographic	144025
Native Language, Student	Student Demographic	144050
Postsecondary Education Plans	Student End of the Year Status	161225
Racial/Ethnic Category	Student Demographic	168025
School Number, Current Enrollment	Student Demographic	172825
Sex	Student Demographic	173625
Student Number, Identifier, Florida	Student Demographic	175625
Student Name, Legal	Student Demographic	175425
Withdrawal Code, PK-12	Student Attendance	188425

Appendix D

Corporal Punishment Data

Corporal Punishment Percentages

Race		%
	White	60
	Black	38
	Hispanic	2
	Other	1

Gender		
	Female	22
	Male	78

LEP		
	Former	0.1
	Current	0.4
	Non-LEP	99

Native Language		
	English	99
	Spanish	1
	Other	0.1

6-8 Free/Reduced Lunch		
	Yes	56
	No	44

9-12 Free/Reduced Priced Lunch		
	Yes	35
	No	65

Migrant Students		
	Yes	9
	No	91

Student Grade Point Average		
	.01 thru 1.49	28
	1.5 thru 1.99	24
	2.0 thru 2.49	26
	2.5 thru 2.99	13
	3.0 and up	9

Quartile Taking the Grade 8 Reading Test		
	1 TO 25	35
	26 TO 49	29
	50 TO 74	20
	75 TO 99	16

Quartile Taking the Grade 8 Math Test		
	1 TO 25	40
	26 TO 49	27
	50 TO 74	20
	75 TO 99	13

Quartile Taking the Grade 10 Reading Test (GTAT)		
	1 TO 25	36
	26 TO 49	33
	50 TO 74	21
	75 TO 99	10

Quartile Taking the Grade 10 Math Test (GTAT)		%
	1 TO 25	34
	26 TO 49	32
	50 TO 74	26
	75 TO 99	8

Communicaion Part of the Grade 11 HSCT Test		
	Fail	17
	Pass	83

Math Part of the Grade 11 HSCT Test		
	Fail	27
	Pass	73

Grade 8 Writing Assessment Program	Below 3	3 & Above
Explain	49	51
Convince	72	28

6-8 Grade Promotions Received		
	Administrative Promotion	9
	Academically Promotion	79
	Retained	12

9-12 Grade Promotions Received		
	Administrative Promotion	0.4
	Academically Promotion	88
	Retained	12

Diplomas Received		
	Yes	89
	No	11

Type Diplomas Received		
	Standard Diploma	95
	Special Diploma	5

Participation in Dropout Prevention		
	Yes	24
	No	76

Participation in Types of Dropout Prevention Programs		
	Educational Alternatives	52
	Disciplinary	43
	Teenage Parent	1
	Youth Services	4
	Substance Abuse	0.2

Student Absences		%
	0 thru 10 days	51.4
	2 weeks thru 1 month	23.7
	2 months	16.9
	Other	8
Grades 6-8 Students Over Age		
	On Grade Level	47
	1 Year Over	41
	2 Years and More Over	12
Grades 9-12 Students Over Age		
	On Grade Level	57
	1 Year Over	31
	2 Years and More Over	12

Appendix E

Survey of 1992-93
Student Referrals and Disciplinary Actions

Please return by November 28, 1994 to
Office of Policy Research and Accountability
Florida Department of Education
402 Florida Education Center
Tallahassee, Florida 32399-0400
(904) 488-1611, SunCom 278-1611

Florida Department of Education
Division of Public Schools
SURVEY OF STUDENT REFERRALS AND DISCIPLINARY ACTIONS
1992-93

A. District Number:	B. School Number:	C. School Name:	D. Student Identification Number:	E. Name of Student:

F. - M. DISCIPLINARY ACTIONS (CORPORAL PUNISHMENT, IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION, OR EXPULSION) FOR STUDENT DURING THE 1992-93 SCHOOL YEAR: Use one line for each disciplinary action; refer to instructions to select numeric options for responses to G. - M. Place in chronological order by date of the starting date of the first Disciplinary Action (Example: the student's first day staying at home for an out-of-school suspension).

Line No.	Actions	F. Disciplinary Action (mark "x" one per line)				G. Starting Date of Disciplinary Action		H. Duration (in days)	I. Primary Reason for Disciplinary Action	J. Who Referred the Student	K. Where Offense Occurred	L. Victim Involved/ Property Damage	M. Alternatives Used Prior to this Disciplinary Action (1 to 5)				
		CP	IS	OS	E	Month	Day										
01	1																
02	2																
03	3																
04	4																
05	5																
06	6																
07	7																
08	8																
09	9																
10	10																
11	11																
12	12																

13 N Total Number of Referrals for 1992-93 School Year: ____________

14 O. ☐ 1992-93 Records Not Available.

P. I certify that, to the best of my knowledge, the answers on this survey are true and accurate in all respects. The data from this survey will only be used in an aggregate data file for study. I understand that the confidentiality of the individual student will remain intact.

Title of Person Completing Survey ____________

Signature of Person Completing Survey ____________

Date Signed ____________

ESE 762
Exp. 09/30/95

Florida Department of Education

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SURVEY OF STUDENT REFERRALS AND DISCIPLINARY ACTION
1992-93

INSTRUCTIONS

The number indicated on the instructions corresponds to the number of the item on the form that is completed by the individual signing the survey.

A. - E. **The district number, school number, Florida Student Number Identifier, and name are preprinted: This indicates the student as a member of the randomly selected sample of students in the 1992-93 Survey 5 who received at least one of the following disciplinary actions: corporal punishment; in-school suspension; out-of-school suspension; or expulsion. Use the student's 1992-93 school discipline records to complete survey items F. - N. If the student's school discipline records are unavailable for the 1992-93 school year, complete only Items O. and P.**

F. - P. TO BE COMPLETED BY DISTRICT OR SCHOOL STAFF.

F. In chronological order mark "x" one of the disciplinary actions, one line per case, for which the student was involved in.

CP - Corporal Punishment; IS - In-School Suspension; OS - Out-of-School Suspension; E - Expulsion

Corporal Punishment: An act of physical punishment (i.e., paddling a student).

In-School Suspension: The temporary dismissal of a student from classes by duly authorized school personnel in accordance with established regulations, served under supervision during school hours.

Out-of-School Suspension: The temporary dismissal of a student from classes by duly authorized school personnel in accordance with established regulations, served outside of school.

Expulsion: An action, taken by school authorities, compelling a student to withdraw from school for reasons such as extreme misbehavior, chronic absenteeism and/or tardiness, incorrigibility, or unsatisfactory achievement or progress in school work.

G. Enter the four characters (two for month and two for day) to indicate starting day of disciplinary action. The day the punishment first took effect (i.e., out-of-school suspension: the first day the student stayed home).

H. Enter the duration (in days) of a disciplinary action. This is the number of days the student missed due to disciplinary action the beginning day through the last day. This cell is not applicable for Corporal Punishment.

I. Use the following definitions and apply the corresponding number to identify the closest primary reason for the student's disciplinary action (choose only one) (i.e., student given in-school suspension because of Chronic Truancy (07).

01. **Alcohol:** The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages.
02. **Arson:** To unlawfully and intentionally damage, or attempt to damage, any real or personal property by fire or incendiary device.
03. **Assault/Threat:** To unlawfully place another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack. This includes a bomb threat.
04. **Battery:** An actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual, including child abuse.
05. **Breaking and Entering/Burglary:** The unlawful entry into a building or other structure with the intent to commit a felony or threat.
06. **Bus Misconduct:** Any misconduct that violates school bus rules or interferes with, or disrupts the orderly, safe, and expeditious operation of a school bus or other school approved or sponsored transportation.
07. **Chronic Truancy:** Repeated unauthorized absence from class or school in violation of the state attendance laws.
08. **Disorderly Conduct:** Any act or behavior which substantially disrupts the orderly conduct of a school function or learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others.
09. **Disrespectful/Abusive Behavior:** Rude, discourteous, or vulgar behavior, use of profanity, conduct or behavior or language (including gestures, objects, or symbols) which demeans, degrades, antagonizes, humiliates, or embarrasses a person or group of persons or disrupts the school environment, school function, or school sponsored activity.
10. **Disruptive Behavior/Classroom Disturbance:** Any conduct that is disruptive to the orderly educational process in the classroom or other group for instruction which cannot be corrected by appropriate classroom management.
11. **Dress Code Violations:** Any violations of the dress code as outlined in the student code of conduct.
12. **Drugs, Excluding Alcohol:** The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment and devices used for preparing or taking drugs or narcotics.
13. **Excessive Tardiness:** Repeated late arrival to school or class.
14. **Failure to Dress Out for PE:** Failure to comply with requirements to wear school specified attire for classes in physical education.
15. **Fighting:** Mutual participation in an altercation.

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SURVEY OF STUDENT REFERRALS AND DISCIPLINARY ACTION
1992-93

16. **Firearm Incident/Possession:** Includes firearms of any kind (operable or inoperable, loaded or unloaded), including, but not limited to, zip gun or pistol, pistol, rifle, shotgun, BB gun, starter gun, explosive propellant, or destructive device.
17. **Homicide:** Murder and nonnegligent manslaughter, killing of one human being by another, killing a person through negligence.
18. **Insubordinance/Defiance/Disobedience:** Either verbal or nonverbal refusal to comply with school rules or lawful and reasonable direction or order from school staff, exhibiting contempt or open resistance to a direct order.
19. **Larceny/Theft:** The unlawful taking, carrying, leading, or riding away of property from the possession, or constructive possession, of another person; including pocket picking, purse snatching, theft from a building, theft from a motor vehicle (except motor vehicle parts/accessories), theft of a bicycle, theft from a machine or device which is operated or activated by the use of a coin or token, and all other types.
20. **Leaving School Grounds Without Permission:** Any unauthorized leave from campus.
21. **Malicious Harassment/Hate crimes:** Intentionally intimidating or harassing another person because of that person's race, religion, color, sexual orientation, ancestry, or national origin.
22. **Motor Vehicle Theft:** The theft or attempted theft of a motor vehicle.
23. **Other Weapons Possession:** Any instrument, or object, deliberately used to inflict harm on another person or used to intimidate any person. Included in this category are knives of any kind, chains (any not being used for the purpose for which it was normally intended, capable of harming an individual), pipe (any length, metal not being used for the purpose it was normally intended), razor blades or similar kinds of instruments, ice picks, dirks, or other pointed instruments (including pencils or pens), numchucks, brass knuckles, billy clubs, tear gas gun, or electrical weapon or device (stun gun), fireworks, firecrackers, M80's, mace, and pepper gas.
24. **Repeated Misconduct:** Repeated misconduct which tends to disrupt an orderly school environment or school sponsored activity.
25. **Robbery:** The taking, or attempting to take, anything of value under confrontational circumstances from the control, custody, or care of another person by force or threat of force or violence and/or by putting the victim in fear.
26. **Sexual Battery:** Any sexual act or attempt directed against another person, forcibly and/or against the person's will where the victim is incapable of giving consent because of his or her youth, or because of temporary or permanent mental incapacity. This category includes rape, touching of private body parts of another person (either through the human contact or using an object), indecent liberties, child molestation, or sodomy.
27. **Sexual Harassment:** This includes any of the following actions or activities:
    (1) Discrimination against a student in any course of program of study in any educational institution, in the evaluation of academic achievement or in providing benefits, privileges, and placement services on the basis of that student's submission to or rejection of sexual advances or requests for sexual favors by administrators, staff, teachers, students, or other school board employees.
    (2) To create or allow to exist an atmosphere of sexual harassment, defined as deliberate, repeated and unsolicited physical actions, gestures, or verbal or written comments of a sexual nature, when such conduct has the purpose or effect of interfering with a student's academic performance or creating an intimidating, hostile, or offensive learning environment.
28. **Sex Offenses:** This is unlawful sexual intercourse, sexual contact, or other unlawful behavior or conduct intended to result in sexual gratification without force of threat or force and where the victim is capable of giving consent. Included in this category are indecent exposure (exposure of private body parts to the sight of another person in a lewd or indecent manner in a public place), and obscenity (conduct by which community standards is deemed to corrupt public morals by its indecency and/or lewdness, such as phone calls or other communication, unlawful manufacture, publishing, selling, buying, or possessing materials, such as literature or photographs).
29. **Skipping:** Failure to report to class/unauthorized absence from class.
30. **Smoking/Tobacco Violations:** The possession, use, or sale of tobacco products on school property, at a school sponsored activity, or on school sponsored transportation.
31. **Trespassing:** To enter or remain on a public school campus or School Board facility or event without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion.
32. **Vandalism:** The willful and/or malicious destruction, damage, or defacement of public or private property, real or personal, without the consent of the owner or the person having custody or control of it. This category includes graffiti.
33. **Other Major Crime/Violence:** Any major incident resulting in a disciplinary action not classified previously such as bomb threat, bribery, fraud, forgery, gambling, or other action not included in any of the above incident categories.
34. **Other Minor Violation:** Any other minor violation such as participating in a prohibited or secret society, failure to report for detention, or unauthorized assembly.

J. Indicate who referred the student (choose only one) to the attention of the disciplinarian.

01. Principal
02. Assistant Principal/Dean
03. Teacher/Instructor
04. Guidance Counselor
05. School Resource Officer
06. Parent
07. Bus Driver
08. Lunchroom Personnel
09. Librarian/Media Specialist
10. Volunteer
11. Student
12. Other

SURVEY OF STUDENT REFERRALS AND DISCIPLINARY ACTION
1992-93

K. Indicate where the incident occurred (the location)

1. School Grounds/On Campus
2. School Sponsored Activity/Off Campus
3. School Sponsored Transportation

L. Was a victim or property damage involved? Indicate the category which best describes the victim of this behavior and/or incident or the type of property damaged. If unknown or not applicable to the behavior/incident, indicate "6." for "Not Applicable."

1. School Personnel
2. Student
3. Other Individual
4. Personal Property
5. School Property
6. Not Applicable

M. Indicate the alternatives used by the school either for the offense leading to the enforcement of this disciplinary action or previous offenses. (01. to 05.)

01. **Change of Schedule:** Placing a student behaving unsatisfactorily in a different class, changing the student's entire class schedule, etc.
02. **Change of School:** Placing a student behaving unsatisfactorily in a different school within the district.
03. **Community Service/Work Detail:** Service that is done for the community (often measured in hours served). Such service may include cleanup or any other type of work desired by the community.
04. **Counseling:** The act of requiring a student to participate in counseling services regarding the specific occurrence.
05. **Demerit:** A mark recorded against a student for poor conduct.
06. **Detention:** The act of mandating a student to attend supervised sessions during noninstructional hours.
07. **Documented Warning:** An instance in which a student is officially admonished and/or advised about expected future action or conduct.
08. **Letter of Apology:** The act of mandating that a student submit a formal letter of apology for an offense committed. Such an apology may remove the offense from the student's record.
09. **Letter to Parent:** The act of a disciplinarian, teacher, or other authority figure writing a documented letter to the parents or guardian stating the unsatisfactory behavior of the student and what will be done/has been done in the form of discipline.
10. **Loss of Parking/Driving Privileges:** The temporary relocation of a student's parking or driving privileges at the school.
11. **Parent/Guardian Pickup:** The requirement of the parent or guardian of the student to retrieve or deliver the student to the school. This is usually after bus transportation privileges have been revoked.
12. **Physical Activity:** An action taken by school officials, as part of a disciplinary process, that forces a student to participate in a physical activity (e.g., running laps or a specified number of push-ups).
13. **Privilege Restriction:** The act of taking away a student's privileges for a designated length of time (e.g., recess or access to the candy machine, etc.).
14. **Probation:** The act of restricting a student from school or school functions with terms and/or guidelines. Release from suspension is given after necessary terms of the action are met (e.g., specified period of time during which the offense in question is not recommitted).
15. **Referral to Juvenile Justice System:** A disciplinary action in which school officials refer a student to the civil juvenile justice system for further action.
16. **Reprimand:** An action taken by school officials, as part of the disciplinary process, in which a student is rebuked for an offense.
17. **Suspended from Bus Privileges:** The student's bus privileges are revoked. The student must acquire another method of transportation to school.
18. **Transfer to Alternative Program:** An action taken by school officials, as part of the disciplinary process, that forces a student to enroll in an alternative program.
19. **Transfer to Institution:** The withdrawal of a student from school by mandate of school officials or a court order and subsequent placement of the student into an institution.
20. **Unsatisfactory Behavior Grades:** An instance in which a student receives an official appraisal from school personnel that indicates unsatisfactory behavior.

N. Indicate the total number of referrals the student acquired in the 1992-93 School Year.

O. If there are no records on the student identified on this survey, mark "X" this box and sign the survey.

P. Sign the survey, indicate position title, and indicate the date signed.

Appendix F

Florida Discipline Study
Offenses Resulting in One of the Four
Disciplinary Actions

Florida Discipline Study

Offenses Resulting in One of the Four Disciplinary Actions

Offense	Percent
Disrupt. Behav./Classroom Disturb.	17.7
Insubord./Defiance/Disobed.	15.6
Disrespectful/Abusive Behavior	13.7
Fighting	9.5
Excessive Tardiness	7.0
Skipping	6.4
Other Minor Violation	3.9
Disorderly Conduct	3.3
Repeated Misconduct	2.7
Battery	2.6
Assault/Threat	2.4
Smoking/Tobacco Violations	2.1
Leaving Sch. Grounds W\out Permiss.	2.0
Chronic Truancy	1.9
Drugs, Excluding Alcohol	1.4
Other Weapons Possession	1.3
Bus Misconduct	1.0
Larceny/ Theft	0.9
Vandalism	0.8
Firearm Incident/Possession	0.8
Other Major Crime/Violence	0.7
Dress Code Violations	0.5
Alcohol	0.4
Trespassing	0.3
Sex Offenses	0.3
Sexual Harassment	0.2
Sexual Battery	0.1
Robbery	0.1
Motor Vehicle Theft	0.1
Malicious Harassmet/Hate Crimes	0.1
Failure to Dress Out for PE	0.1
Breaking and Entering/Burglary	0.1
Arson	0.1
Homicide	<1%

N=3,127

Appendix G

Sample Schedules and Questions
for Site Visits

KEY QUESTIONS FOR ON-SITE VISITS

1. ***What are the main patterns in discipline referrals?***
    a) Are referrals mainly from a small group of teachers or staff or spread across a variety of teachers and/or staff?

    b) Are referrals mainly for a core group of students? if core, what specific characteristics?

2. ***What are the main patterns in disciplinary actions?***
    a) What are the particular types of misbehaviors that lead to ISS, OSS and expulsion? for example, what would constitute "repeated misconduct"?

    b) Do administrators use a progression of discipline to deal with problems? for example, move from detention, parent conferences to ISS, then OSS?

3. ***What types and how are alternative disciplinary measures used?***
    a) What alternatives are used by teachers rather than referral to the office?

    b) What alternatives to ISS, OSS and expulsion are used by administrators?

    c) Are these alternatives adequate to handle and resolve discipline problems that arise?

4. ***What measures are taken by schools/administrators if certain teachers and/or staff have a high number of referrals?***

5. ***Are there adequate processes/policies in place for removal of disruptive and/or violent students from the classroom/school?***

6. ***Are disciplinary problems and referrals related to: student characteristics, teacher/staff characteristics or administrator/school organization characteristics?***
    a) *Student characteristics*
        - *student demographics*
        - *parent/family involvement*

    b) *Teacher/staff characteristics*
        - teacher actions
        - teacher training/preparation

    c) *Administrator/school organization characteristics*
        - administrative actions
        - school or district policy
        - school climate

SAMPLE INTERVIEW
(ASSISTANT PRINCIPALS FOR DISCIPLINE)

1. (a) We would like to know how discipline works at your school. If a student misbehaves in class, please describe step-by-step what happens.
   (b) Is the process the same if a student misbehaves outside of class? How is the process different outside of class?
   (c) What are the types of misbehavior that require your attention?
   (d) What percent of your school day is spent on discipline?

2. (a) What alternative placements or programs are available for disruptive students outside of the classroom?
   (b) Are these alternatives adequate to handle these students?

3. (a) Is there a procedure in place to deal with extremely disruptive and/or violent students?
   (b) Is this procedure adequate to handle problems that come up?

4. (a) What other types of assistance or support is available for teachers in dealing with discipline problems and disruptive students?
   (b) Is this assistance adequate to meet teacher's needs?

5. (a) Does your school have an in-school suspension program? Please describe the program.
   (b) Has there been a reduction in out-of-school suspensions due to your in-school suspension program? If you have found reductions, do you have data to document this?

6. (a) What behaviors result in suspension out-of-school?
   (b) What would you say is the most important factor in your decision to suspend a student out of school?

7. Would you say that there is a progression in disciplinary actions at your school? Please describe how it works.

8. (a) How do you involve parents early in the discipline process?
   (b) Is this parental involvement effective?

9. What are the main things that students get into trouble for at your school?

10. Is there a main group of students who get into trouble more often than others? What characterizes these students?

SAMPLE INTERVIEW (cont.)
(ASSISTANT PRINCIPALS FOR DISCIPLINE)

11. (a) Each of the factors on this sheet (see Factors that Impact School Discipline sheet) could have an impact on maintaining discipline at a school. Please select the 5 most important factors at your school from the list. Then rank order these by giving the factor with the most impact on discipline in your school a "1", the next most important factor a "2", and so on to "5".
(b) Are there other important factors that were not included in the list that impact discipline at your school?

12. Sometimes there are specific times or places where more misbehavior or discipline problems occur than others. Please look at the sheet (see Place/Time sheet) and check off specific times and locations.

13. Is there a group of teachers that make referrals to the office more often than others? What characterizes these teachers?

14. **HIGH SCHOOL:**
(a) Do your referrals for 9th graders differ from those at other grade levels? For example, in numbers, types of offenses, etc.? Why are they different?

14. **MIDDLE SCHOOL:**
(a) Please describe your promotion policy at the school.
(b) How are these decisions made? Do you make administrative promotions? On what basis?

15. How does your school's suspension rate compare to the rate at other schools?

16. Are district policies on discipline and student conduct relevant to situations arising in your school and meet the needs of your school?

17. The following are statements about aspects of discipline at your school. For each question, please answer whether you STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE or DON'T KNOW about this aspect.

    (1) Student misbehavior is not a serious problem at my school.
    (2) At my school, the punishment for breaking a rule is usually fair.
    (3) Suspension out of school is a good way to change a student's misbehavior.
    (4) Teachers make sure students follow school rules about student behavior.
    (5) Overall, discipline problems are satisfactorily handled at my school.
    (6) School districts should be required to provide an educational program for students while they are suspended or expelled out of school.

18. What are the two most effective things that your school is doing to positively impact student behavior?

SAMPLE FOCUS GROUP INTERVIEW
(TEACHERS)

1. (a) How serious a problem is student misbehavior in your classes? Would you say that it is a SERIOUS PROBLEM, SOMEWHAT SERIOUS PROBLEM or NOT A PROBLEM in your classes?
(b) How serious a problem is student misbehavior outside of classes? Would you say that it is a SERIOUS PROBLEM, SOMEWHAT SERIOUS PROBLEM or NOT A PROBLEM outside of classes?

2. What are the main things that students get into trouble for in your classroom?

3. Is there a small group of students who cause the majority of problems in your classes? What are some characteristics of these students?

4. (a) Each of the factors on this sheet (see Factors that Impact School Discipline sheet) could have an impact on maintaining discipline at a school. Please select the 5 most important factors at your school from the list. Then rank order these by giving the factor with the most impact on discipline in your school a "1", the next most important factor a "2", and so on to "5".
(b) Are there other important factors that were not included in the list that impact discipline at your school?
(c) Which has a greater impact on discipline at your school, school policies or how the policies are implemented?

5. (a) If a student misbehaves in your class, what do you do?
(b) What requires a referral to the office? what interventions do you try first?
(c) What is the procedure for referrals to the office? How are infractions communicated to administrators?

6. (a) What are students suspended out-of-school for at your school?
(b) Do teachers and assistant principals use other kinds of interventions before suspending students out-of-school, for example calling students' parents or sending them to detention or in-school suspension?

7. Are the support services provided for problem students at your school adequate to deal with their problems? Please explain.

8. Did your professional **pre-service** training prepare you sufficiently for handling discipline problems in your classroom?

9. (a) Since you've been teaching, have you had in-service training on handling discipline problems?
(b) Have you had in-service training on the school's discipline policy?
(c) Has this in-service training been useful?

SAMPLE FOCUS GROUP INTERVIEW (cont.)
(TEACHERS)

10. (a) What alternative placements or programs are available for disruptive students outside of the classroom?
    (b) Are these alternatives adequate to handle these students?

11. (a) Is there a procedure in place to deal with extremely disruptive and/or violent students?
    (b) Is this procedure adequate to handle problems that come up?

12. (a) What other types of assistance or support is available for teachers in dealing with discipline problems and disruptive students
    (b) Is this assistance adequate to meet teacher's needs?

13. Are there other areas where you could use more assistance or support in dealing with discipline problems?

14. Do you have any comments on enforcement or handling of discipline at your school?

15. Are district policies on discipline and student conduct relevant to situations arising in your school and meet the needs of your school?

16. What are the two most effective things that your school is doing to positively impact student behavior?

17. What one thing would you like to see changed at your school that would help students behave better?

STUDENT SCHOOL BEHAVIOR SURVEY

Directions: Please read each question carefully and bubble in the number of the answer on the computer answer sheet that best describes how you feel about that question.

- *About Student Behavior*
-
-

Since the beginning of this school year, how many times has the teacher sent a student out of any of your classes for each of the items in the following list? Please answer whether each item has NEVER HAPPENED, HAPPENED ONE OR TWO TIMES, HAPPENED THREE OR FOUR TIMES OR HAPPENED FIVE OR MORE TIMES in any of your classes.

		NEVER	1-2 TIMES	3-4 TIMES	5 + TIMES
1.	Threatening another student.	0	1	2	3
2.	Threatening the teacher.	0	1	2	3
3.	Attacking another student.	0	1	2	3
4.	Attacking the teacher.	0	1	2	3
5.	Having a weapon.	0	1	2	3

0 = TEACHERS DON'T EXPECT STUDENTS TO BEHAVE
1 = PARENTS DON'T EXPECT THEIR CHILDREN TO BEHAVE AT SCHOOL
2 = PARENTS DON'T MAKE THEIR CHILDREN BEHAVE AT HOME
3 = STUDENTS CAN GET AWAY WITH NOT BEHAVING AT SCHOOL
4 = LOTS OF OTHER STUDENTS ARE NOT BEHAVING AT SCHOOL
5 = STUDENTS WANT TO IMPRESS OTHER STUDENTS BY NOT BEHAVING
6 = STUDENTS DON'T WANT TO BEHAVE IN SCHOOL
7 = STUDENTS DON'T KNOW HOW TO BEHAVE AT SCHOOL
8 = STUDENTS ARE BORED AT SCHOOL
9 = STUDENTS WANT TO GET THE ATTENTION OF TEACHERS

6. Which of the things in the above list is *most important* in making students not behave at your school? (Bubble in the number of the item on the answer sheet.)

7. Which of the things in the above list is *second most important* in making students not behave at your school? (Bubble in the number of the item on the answer sheet.)

8. Which of the things in the above list is *third most important* in making students not behave at your school? (Bubble in the number of the item on the answer sheet.)

• *About Your School*

For these questions, please answer whether you STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE or DON'T KNOW.

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
9.	I feel safe at my school.	0	1	2	3	4
10.	The principal is clearly in charge in my school.	0	1	2	3	4
11.	If I have problems with schoolwork, I get help from my teachers.	0	1	2	3	4
12.	Most of my teachers give me the grades I deserve.	0	1	2	3	4
13.	What I am learning in school is not important to me.	0	1	2	3	4
14.	Most of my teachers take time to help me when I have trouble learning.	0	1	2	3	4
15.	Some of my teachers don't seem to care about students.	0	1	2	3	4
16.	Most of my teachers are in control of the behavior of the students in their classrooms.	0	1	2	3	4
17.	Some of my teachers single out certain students for punishment more than others.	0	1	2	3	4

• *About School Rules*

For these questions, please answer whether you STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE or DON'T KNOW.

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
18.	When students break rules they are treated the same, no matter who they are.	0	1	2	3	4
19.	At my school, the punishment for breaking a rule is usually fair.	0	1	2	3	4
20.	The principal is too easy on students who cause problems.	0	1	2	3	4

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
21.	Students are involved in making school rules about student behavior.	0	1	2	3	4
22.	Suspension out of school is a good way to change a student's misbehavior.	0	1	2	3	4
23.	Some of my teachers send students to the office for punishment a lot more than other teachers.	0	1	2	3	4
24.	The rules about student behavior at my school are fair.	0	1	2	3	4
25.	A small group of students in this school cause most of the problems.	0	1	2	3	4
26.	My teachers make sure students follow school rules about student behavior.	0	1	2	3	4
27.	Students who break rules at school often get away with it.	0	1	2	3	4
28.	I understand the rules that my school has about student behavior.	0	1	2	3	4
29.	I understand what will happen to me if I break school rules about behavior.	0	1	2	3	4
30.	My teachers usually deal with students who do something wrong, rather than sending them to the office.	0	1	2	3	4
31.	Before students at my school are punished, they are told what they did wrong.	0	1	2	3	4
32.	My teachers spend so much time dealing with students who are not behaving that there is hardly any time for learning.	0	1	2	3	4
33.	The way students act in my classes often makes it hard to learn.	0	1	2	3	4

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About You

34. What grade are you in?

0 = 6TH GRADE
1 = 7TH GRADE
2 = 8TH GRADE
3 = 9TH GRADE
4 = 10TH GRADE
5 = 11TH GRADE
6 = 12TH GRADE
7 = UNGRADED OR OTHER

35. What is your sex?

0 = MALE
1 = FEMALE

36. How old were you on your last birthday?

0 = 10
1 = 11
2 = 12
3 = 13
4 = 14
5 = 15
6 = 16
7 = 17
8 = 18
9 = 19 OR OLDER

37. How do you describe yourself?

0 = WHITE, NOT HISPANIC
1 = AFRICAN-AMERICAN (BLACK), NOT HISPANIC
2 = HISPANIC
3 = NATIVE AMERICAN (AMERICAN INDIAN)
4 = ASIAN OR PACIFIC ISLANDER
5 = MIXED RACE
6 = OTHER

38. What are your grades this year?

0 = A'S
1 = A'S AND B'S
2 = B'S
3 = B'S AND C'S
4 = C'S
5 = C'S AND D'S
6 = MAINLY D'S
7 = MAINLY F'S

39. This school year, have you been sent to the office for punishment?
0 = YES
1 = NO

40. This school year, have you been suspended into an in-school program?
0 = YES
1 = NO

41. This school year, have you been suspended out of school?
0 = YES
1 = NO

42. Have you been at this school since the beginning of this school year?
0 = YES
1 = NO

43. How many schools did you attend last year?
0 = ONE
1 = TWO
2 = THREE OR MORE

On-Site Visit Activities and Sample Schedule

SITE VISIT ACTIVITIES

- Two day site visits with team of two interviewers
- Collect relevant school policies for later review

1) **Surveys**:
    - Teacher Surveys: distribute survey to all teachers
    - Student Surveys: 10 classes at each school; sample from English classes at all grade levels, including basic skills, regular and honors, a pullout ESOL class or pullout dropout prevention class
    - Parent Surveys: survey parents of students in classes given questionnaire by sending survey home with student for return the following day
    - Bus Driver Surveys: distribute to all drivers for that school for return on second day

2) **Interviews and Focus Groups**:
    - Principal
    - Dean/Asst. Principals overseeing discipline
    - Guidance Counselors and ESE Coordinator
    - School Resource Officer
    - 3 Focus Groups with Teachers: sample of teachers with high & low referrals; include an ESE teacher
    - 3 Focus Groups with Students: sample with high & low referrals; include students who have been suspended
    - School Advisory Council Chair (if possible to schedule)
    - Student Assistance Team (if applicable and schedule allows)

3) **Observations**: Observe around schools at all times of school day

SAMPLE SITE VISIT SCHEDULE
FIRST DAY

BEFORE SCHOOL

- Hand out Bus Driver Surveys
- Put Teacher Surveys in teacher mailboxes
- Hand out Parent Surveys in each student class

TEAM MEMBER: ______________________________

PERIOD	STUDENT/PARENT SURVEYS CLASS TYPE/LEVEL	INTERVIEW OR FOCUS GROUP
1ST	6TH GRADE REGULAR ENGLISH	
2ND	6TH GRADE ENGLISH BASIC SKILLS	
3RD	7TH GRADE HONORS ENGLISH	
4TH		
5TH	8TH GRADE REGULAR ENGLISH	
6TH	7TH GRADE BASIC SKILLS	
7TH		ASST. PRINCIPALS
8TH/AFTER SCHOOL		

TEAM MEMBER: ___________________________

PERIOD	STUDENT/PARENT SURVEYS CLASS TYPE/LEVEL	INTERVIEW OR FOCUS GROUP
1ST	8TH GRADE BASIC SKILLS ENGLISH	
2ND	8TH GRADE HONORS ENGLISH	
3RD	DROPOUT PREVENTION BASIC SKILLS	
4TH		
5TH	7TH GRADE REGULAR ENGLISH	
6TH	6TH GRADE HONORS	
7TH		PRINCIPAL
8TH/AFTER SCHOOL		

SAMPLE SITE VISIT SCHEDULE
SECOND DAY

DURING SCHOOL DAY: Pick up returned Bus Driver, Parent and Teacher Surveys

TEAM MEMBER: ______________________

PERIOD	INTERVIEW	FOCUS GROUP
1ST		STUDENT GROUP (4 - 6)
2ND		6TH GRADE TEACHER TEAM
3RD		GUIDANCE COUNSELORS
4TH		STUDENT GROUP (4 - 6)
5TH		
6TH		
7TH		
8TH/AFTER SCHOOL		

TEAM MEMBER: ______________________

PERIOD	INTERVIEW	FOCUS GROUP
1ST		STUDENT GROUP (4 - 6)
2ND	SCHOOL RESOURCE OFFICER	
3RD		7TH GRADE TEACHER TEAM (4 - 6)
4TH	SCHOOL ADVISORY COUNCIL CHAIR	
5TH		
6TH		8TH GRADE TEACHER TEAM (4 - 6)
7TH		
8TH/AFTER SCHOOL		

Bibliography

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